

**METHOD AND SYSTEM FOR  
DEVELOPING TEACHING AND  
LEADERSHIP CHARACTERISTICS AND  
SKILLS**

**U.S. Patent Application Serial No.  
10/016,905**

**Filed December 14, 2001**

**Attorney Docket No. D4701-00198**

**Exhibit   L**

Richard Ketley/GB/EUROPE/HAYGROUP

25/05/2000 21:25

To Fionnuala O'Connor/GB/EUROPE/HAYGROUP@HAYGROUP, Stephen  
Lams/GB/EUROPE/HAYGROUP@HAYGROUP

cc

Subject TransformingLearning.com

Fionnuala/Stephen,

As you know I met with Bob Barnes of OS Integration today to give him a broad outline of what we are wanting to achieve with LearningCentral.com, to canvass his thoughts on the viability of the development and to check with him that we have not missed any obvious issues. He certainly seemed to be comfortable that a) it can work and b) we have identified the major concerns, but I thought it may be useful to summarise some of the points that arose during our conversation.

1. The major area of concern is to ensure that the 'rules' which will produce the development recommendations in response to the completed questionnaires are clear-cut. Wherever possible the answers to the questions should be given in a true/false or 1,2,3,4,5 format (i.e. absolute values, with the person clicking on the required option) rather than having too many opportunities for textual answers which are open to interpretation. Clearly, if we want the results to be produced automatically, we need to stick to the absolute values as much as possible. Also, we need to ensure that for any possible mixture of answers provided by the user, there is a clear set of results that can be calculated and delivered to them.
2. What we want to provide is well within the accepted boundaries of web-site functionality - i.e. initial profiling of the user (governor, head teacher, teacher, pupil etc), data entry, background (host end) calculation and data response.
3. We would need to consider security both in terms of guarding the data (i.e. who should be able to see what data) and authenticating the user (probably more than simple passwords would be necessary, perhaps including additional questions or digital signatures). This issue may be particularly pertinent for pupils who may disclose passwords to friends.
4. If OS integration were to be included in the tendering process they would expect to receive an outline document from us including some thoughts as to the practical implementation. They would probably wish to hold some sort of workshop to take us through this outline and clarify any issues before producing a proposal for our consideration. This would include an estimate of development costs.
5. If they were subsequently to win the contract they would then run further workshops, produce proof of concept web pages etc as necessary (obviously it was difficult for him to comment in any real detail at this stage).
6. For a development such as this the norm is to aim for a 90 day development schedule to have a working (though not final) site. This would fit our deadlines, but only just!
7. The rates that they charge for this kind of development would be £950 to £1,000 per person per day.

7/30/2007

8. Based on the high level outline that I provided, Bob is of the opinion that we would be looking at between £50k and £100k for development costs. I have to say I would probably err on the high side.

We should bear in mind that the above is based on discussions with a single potential supplier amongst many, though I do set some store by what they say as they have a successful track record in this arena (and in other projects they have implemented for Hay).

On the hosting side, this seems to be a straight choice of how much we want to spend. It should not be too difficult for me to put together a shortlist of potential hosts and their relative costs and merits (this all pre-supposes that we are able to secure US agreement to host it here rather than in Philly!).

Having met with Stephen this afternoon, I don't believe we are too far away from having a document that could act as a good starting point in discussions with potential developers.

What we have to do now is to identify a further 2 or 3 potential web-site developers in the next week or so with a view to discussing a possible tender.

I hope this helps. Can we arrange to meet once we are all back in the office to discuss this further? (I am on holiday tomorrow, Friday, but will be back in the office on Tuesday following the bank holiday).

Regards,

Richard

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<http://www.transforminglearning.co.uk>, <http://www.haypaynet.com>

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**Exhibit   M**

Beccy\_Wallace@haygroup.com

To tlc@broadband.co.uk

cc

Subject [TLC] Re: Lists. - the whole darn thing...

08/11/2000 17:20

Please respond to tlc@broadband.co.uk
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Hi Matt

Following our telephone chat just now, please find attached our list of THE WHOLE DARN THING. There should be nothing on a flowchart that is not on this list (we hope!!).

The 'type' column describes whether it is a table (TBL), chart (CHT), text (TXT) or algo (ALGO!!).

Note that where a code on the flowchart says, for example, C1a-C6a, this is often split out in the list into C1a, C2a, C3a.... C6a etc. And as I explained, the ordering of dimensions/styles is a bit variable.

New codes from changes we haven't yet notified you of should have 'NEW' in red in the right hand column (these changes to follow soonish...).

I should warn you that this list is rather a living thing and is LIABLE TO SUDDEN FLOODING, CANCELLATIONS OR SPEED RESTRICTIONS AT ANY MOMENT.

By the way, algos on the whole darn list do not all have flowchart references, but you have these anyway on the algo list (I sent an up-to-date algo list to fiona earlier today).

Any queries, give us a shout!

Byeee

Beccy

(See attached file: Whole darn thing nov 8th.xls)

Please respond to [tlc@broadband.co.uk](mailto:tlc@broadband.co.uk)

To: [tlc@broadband.co.uk](mailto:tlc@broadband.co.uk)  
cc: (bcc: Beccy Wallace/GB/EUROPE/HAYGROUP)

Subject: [TLC] Lists....

Hi,

I think we have:-  
A complete list of algorithms  
A complete list of flowcharts

I think we also need:-  
A complete list of text fields etc. (i.e. all the labelled content, battleships, questions, help texts, dimension definitions etc etc)  
A complete list of charts (names etc)  
A complete list of tables (names etc)

I'm presuming that you have this info and that it won't be too much trouble. If it's going to take a long time to make these lists then I think the priority is the text fields. We're populating the database with skeletal entries for your temps to fill next week. So the priorities within this list (if you can't provide a complete one) are the text fields that you need available for then.

Thanks

Matt

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The mailing list of the TransformingLearning.Com Project

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# 8 Nov - THE WHOLE DARN THING!!!!

Code	Title	Flowchart	Algo code	Type	Notes
1	A10a	Style Definition Affiliative	TH, HT1	TXT	
2	A10c	Most effective use of styles Affiliative	TH, HT1	TXT	
3	A10d	Least effective use of styles Affiliative	TH, HT1	TXT	
4	A10e	Style example Affiliative	TH, HT1	TXT	
5	A11a	Style Definition Democratic	TH, HT1	TXT	
6	A11c	Most effective use of styles Democratic	TH, HT1	TXT	
7	A11d	Least effective use of styles Democratic	TH, HT1	TXT	
8	A11e	Style example Democratic	TH, HT1	TXT	
9	A12a	Style Definition Pacesetting	TH, HT1	TXT	
10	A12c	Most effective use of styles Pacesetting	TH, HT1	TXT	
11	A12d	Least effective use of styles Pacesetting	TH, HT1	TXT	
12	A12e	Style example Pacesetting	TH, HT1	TXT	
13	A13a	Style Definition Coaching	TH, HT1	TXT	
14	A13c	Most effective use of styles Coaching	TH, HT1	TXT	
15	A13d	Least effective use of styles Coaching	TH, HT1	TXT	
16	A13e	Style example Coaching	TH, HT1	TXT	
17	A14a	Style Model Definition	TH, HT1	TXT	
18	A14b	Brief style model explanation	TH, HT1	TXT	
19	A14g	Detailed-Style-Model-Explanation--	TH, HT1	TXT	
20	A15a	Models of HT Effectiveness in practice	TH, HT1	TXT	
21	A15b	Detailed Links LSI/CSI	TH, HT1	TXT	
22	A15d	Models of Excellence for Headteachers	TH, HT1	TXT	
23	A15e	Individual Characteristics Model Definition	TH, HT1	TXT	
24	A15f(1)	Case study 1 scenario - select climate	CASE, HT1(1)	TXT	
25	A15f(2)	Case study 2 scenario - select climate	CASE, HT1(1)	TXT	
26	A15f(3)	Case study 3 scenario - select climate	CASE, HT1(1)	TXT	
27	A15f(4)	Case study 4 scenario - select climate	CASE, HT1(1)	TXT	
28	A15h(1)	CS1 Explanation & select leadership style related to climate	CASE, HT1(1)	TXT	
29	A15h(2)	CS 2 Explanation & select leadership style related to climate	CASE, HT1(1)	TXT	
30	A15h(3)	CS 3 Explanation & select leadership style related to climate	CASE, HT1(1)	TXT	
31	A15h(4)	CS 4 Explanation & select leadership style related to climate	CASE, HT1(1)	TXT	
32	A15k(1)	CS1 Incorrect climate choice	CASE, HT1(1)	TXT	
33	A15k(2)	CS 2 Incorrect Climatechoice text	CASE, HT1(1)	TXT	



34	A15k(3)	CS 3 Incorrect climate choice	CASE, HT1(1)	TXT	
35	A15k(4)	CS 4 Incorrect climate choice	CASE, HT1(1)	TXT	
36	A15p	Job Requirements Explanation	TH, HT1	TXT	
37	A15q	Brief characteristics model explanation	TH, HT1	TXT	
38	A15r(1)	CS 1 Incorrect style choice	CASE, HT1(1)	TXT	
39	A15r(2)	CS 2 Incorrect style choice	CASE, HT1(1)	TXT	
40	A15r(3)	CS 3 Incorrect style choice	CASE, HT1(1)	TXT	
41	A15r(4)	CS 4 incorrect style choice	CASE, HT1(1)	TXT	
42	A15s(1)	CS 1 Correct answer, select other style?	CASE, HT1(1)	TXT	
43	A15s(2)	CS 2 Correct answer, select other style?	CASE, HT1(1)	TXT	
44	A15s(3)	CS 3 Correct answer, select other style?	CASE, HT1(1)	TXT	
45	A15s(4)	CS 4 Correct answer, select other style?	CASE, HT1(1)	TXT	
46	A15t(1)	CS 1 Well done	CASE, HT1(1)	TXT	
47	A15t(2)	CS 2 Well done	CASE, HT1(1)	TXT	
48	A15t(3)	CS 3 Well done	CASE, HT1(1)	TXT	
49	A15t(4)	CS 4 Well done	CASE, HT1(1)	TXT	
50	A15U(1)	CS1 Explanation of case study climate and style	CASE, HT1(1)	TXT	
51	A15U(2)	CS 2 Explanation of case study climate and style	CASE, HT1(1)	TXT	
52	A15U(3)	CS 3 Explanation of case study climate and style	CASE, HT1(1)	TXT	
53	A15U(4)	CS 4 Explanation of case study climate and style	CASE, HT1(1)	TXT	
54	A15v	Display list for user to select	TH,HT1	TXT	
55	A15w	Intro to HT Model Theory	TH,HT1	TXT	NEW
56	A16a	How people respond to feedback - "common responses to feedback"	CASE, HT1(2)	TXT	
57	A16b	DAWA - "Receiving and Responding to Feedback"	CASE, HT1(2)	TXT	
58	A16c	Johari	CASE, HT1(2)	TXT	
59	A16d	Gaining understanding of feedback - "Understanding New Feedback"	CASE, HT1(2)	TXT	
60	A16e	Learning to accept feedback - to include text in A16d	CASE, HT1(2)	TXT	
61	A16f	Don't Believe it - definition	CASE, HT1(2)	TXT	
62	A16g	Anger - definition	CASE, HT1(2)	TXT	

63	A16h	Upset - definition	CASE, HT1(2)	TXI
64	A16i	Thinking About It - definition	CASE, HT1(2)	TXI
65	A16j	Acceptance - definition	CASE, HT1(2)	TXI
66	A16k	Advice on prioritisation – to include text in A16d	CASE, HT1(2)	TXI
67	A16m	Reminder of aspirations	CASE, HT1(2)	TXI
68	A16n	Go away mate "Feedback not ready yet"	CASE, HT1(2)	TXI
69	A16p	Cup of tea mate "Take a break before feedback"	CASE, HT1(2)	TXI
70	A1a	Definition: Climate Dimension - Flexibility	TH, HT1	TXI
71	A1b	Explanation: Climate Dimension - Flexibility	TH, HT1	TXI
72	A1c	Example: climate dimension - Flexibility	TH, HT1	TXI
73	A2a	Definition: Climate Dimension - Responsibility	TH, HT1	TXI
74	A2b	Explanation: Climate Dimension - Responsibility	TH, HT1	TXI
75	A2c	Example: climate dimension - Responsibility	TH, HT1	TXI
76	A3a	Definition: Climate Dimension - Standards	TH, HT1	TXI
77	A3b	Explanation: Climate Dimension - Standards	TH, HT1	TXI
78	A3c	Example: climate dimension - Standards	TH, HT1	TXI
79	A4a	Definition: Climate Dimension - Rewards	TH, HT1	TXI
80	A4b	Explanation: Climate Dimension - Rewards	TH, HT1	TXI
81	A4c	Example: climate dimension - Rewards	TH, HT1	TXI
82	A5a	Definition: Climate Dimension - Clarity	TH, HT1	TXI
83	A5b	Explanation: Climate Dimension - Clarity	TH, HT1	TXI
84	A5c	Example: climate dimension - Clarity	TH, HT1	TXI
85	A6a	Definition: Climate Dimension - Team Commitment	TH, HT1	TXI
86	A6b	Explanation: Climate Dimension - Team Commitment	TH, HT1	TXI
87	A6c	Example: climate dimension - Team Commitment	TH, HT1	TXI
88	A7a	Climate model definition	TH, HT1	TXI
89	A7b	Defining the Context for school Improvement	TH, HT1	TXI
90	A7c	Brief climate model explanation	TH, HT1	TXI
		Detailed Climate Model Explanation	TH, HT1	TXI

91	A8a	Style Definition Coercive	TH, HT1	TXT
92	A8c	Most effective use of styles Coercive	TH, HT1	TXT
93	A8d	Least effective use of styles Coercive	TH, HT1	TXT
94	A8e	Style example Coercive	TH, HT1	TXT
95	A9a	Style Definition Authoritative	TH, HT1	TXT
96	A9c	Most effective use of styles Authoritative	TH, HT1	TXT
97	A9d	Least effective use of styles Authoritative	TH, HT1	TXT
98	A9e	Style example Authoritative	TH, HT1	TXT
99	Aa1	Definition Dimension - Clarity	TH, T1	TXT
100	Aa2	Explanation Dimension - Clarity	TH, T1	TXT
101	Aa3	Example Dimension - Clarity	TH, T1	TXT
102	Ab1	Definition Dimension - Order	TH, T1	TXT
103	Ab2	Explanation Dimension - Order	TH, T1	TXT
104	Ab3	Example Dimension - Order	TH, T1	TXT
105	Ac1	Definition Dimension - Standards	TH, T1	TXT
106	Ac2	Explanation Dimension - Standards	TH, T1	TXT
107	Ac3	Example Dimension - Standards	TH, T1	TXT
108	Ad1	Definition Dimension - Fairness	TH, T1	TXT
109	Ad2	Explanation Dimension - Fairness	TH, T1	TXT
110	Ad3	Example Dimension - Fairness	TH, T1	TXT
111	Ae1	Definition Dimension - Participation	TH, T1	TXT
112	Ae2	Explanation Dimension - Participation	TH, T1	TXT
113	Ae3	Example Dimension - Participation	TH, T1	TXT
114	Af1	Definition Dimension - Support	TH, T1	TXT
115	Af2	Explanation Dimension - Support	TH, T1	TXT
116	Af3	Example Dimension - Support	TH, T1	TXT
117	Ag1	Definition Dimension - Safety	TH, T1	TXT
118	Ag2	Explanation Dimension - Safety	TH, T1	TXT
119	Ag3	Example Dimension - Safety	TH, T1	TXT
120	Ah1	Definition Dimension - Interest	TH, T1	TXT
121	Ah2	Explanation Dimension - Interest	TH, T1	TXT
122	Ah3	Example Dimension - Interest	TH, T1	TXT
123	Ai1	Definition Dimension - Environment	TH, T1	TXT
124	Ai2	Explanation Dimension - Environment	TH, T1	TXT
125	Ai3	Example Dimension - Environment	TH, T1	TXT
126	Aj10(1)	Primary case study 1 intro	TH, T1	TXT

127	Aj10(2)	Primary Case Study 2 Intro	TH, T1	TXT
128	Aj10(3)	Primary Case Study 3 Intro	TH, T1	TXT
129	Aj10(4)	Primary Case Study 4 Intro	TH, T1	TXT
130	Aj11(1)	explanation of primary case study 1	TH, T1	TXT
131	Aj11(2)	Primary Case Study 2 Explanation	TH, T1	TXT
132	Aj11(3)	Primary Case Study 3 Explanation	TH, T1	TXT
133	Aj11(4)	Primary Case Study 4 Explanation	TH, T1	TXT
134	Aj12(1)	Primary CS 1 Incorrect choice	TH, T1	TXT
135	Aj12(2)	Primary CS 2 Incorrect choice	TH, T1	TXT
136	Aj12(3)	Primary CS 3 Incorrect choice	TH, T1	TXT
137	Aj12(4)	Primary CS 4 Incorrect choice	TH, T1	TXT
138	Aj4	Classroom Climate Model definition	TH, T1	TXT
139	Aj5	Brief model explanation	TH, T1	TXT
140	Aj6	Detail model explanation - Research Paper	TH, T1	TXT
141	Aj7(1)	Secondary case study 1 intro	TH, T1	TXT
142	Aj7(2)	Secondary case study 2 intro	TH, T1	TXT
143	Aj7(3)	Secondary case study 3 intro	TH, T1	TXT
144	Aj7(4)	Secondary case study 4 intro	TH, T1	TXT
145	Aj8(1)	Explanation of secondary case study 1	TH, T1	TXT
146	Aj8(2)	Secondary CS 2 Explanation of secondary case study 2	TH, T1	TXT
147	Aj8(3)	Secondary CS 3 Explanation of secondary case study3	TH, T1	TXT
148	Aj8(4)	Explanation of secondary case study 4	TH, T1	TXT
149	Aj9(1)	Secondary CS 1 Incorrect choice	TH, T1	TXT
150	Aj9(2)	Secondary CS 2 Incorrect choice	TH, T1	TXT
151	Aj9(3)	Secondary CS 3 Incorrect choice	TH, T1	TXT
152	Aj9(4)	Secondary CS 4 Incorrect choice	TH, T1	TXT
153	Ak1	How people respond to feedback - "common responses to feedback"	TH, T1	TXT
154	Ak10	Acceptance - definition	TH, T1	TXT
155	Ak11	Advice on prioritisation	TH, T1/CRY T1	TXT
156	Ak12	Go away mate "Feedback not ready yet"	TH, T1	TXT
157	Ak13	Cup of tea mate "Take a break before feedback"	TH, T1	TXT
158	Ak14	Reminder of aspirations	TH, T1	TXT
159	Ak2	DAWA - "Receiving and Responding to Feedback"	TH, T1	TXT
160	Ak3	Johari	TH, T1	TXT

161	AK4	Gaining understanding of feedback - "Understanding New Feedback"	TH, T1	TXT	
162	AK5	Learning to accept feedback	TH, T1	TXT	
163	AK6	Don't Believe it - definition	TH, T1	TXT	
164	AK7	Anger - definition	TH, T1	TXT	
165	AK8	Upset - definition	TH, T1	TXT	
166	AK9	Thinking About It - definition	TH, T1	TXT	
167	AR1	Adult Rater Background questionnaire	ROQ, HT2	TXT	
168	AR2	Reject rater text - we will tell your HT	ROQ, HT2	TXT	
169	AR4	Algo to check rater validity	ROQ AR1	TXT	
170	ARQ45	Calculate style-spread	AR4	ALGO	
171	ARQ17	Calculate style-spread index	ARQ45	ALGO	
172	ARQ20	Test for ORL—rates-per-dimension	ARQ17	ALGO	
173	ARQ24	Test for data-rejection—per-dimension, per-rater	ARQ20	ALGO	
174	ARQ22	Mark-style-as-ORL, per-rater	ARQ24	ALGO	
175	ARQ23	Count-and-flag-rater-as-ORL	ARQ22	ALGO	
176	ARQ27	Calculate-dimension-spread—L&A	ARQ23	ALGO	
177	ARQ29	Calculate-dimension-spread-index, L&A	ARQ27	ALGO	
178	ARQ32	Test for ORL—rates-per-dimension	ARQ29	ALGO	
179	ARQ33	Test for data-rejection—per-dimension, per-rater	ARQ32	ALGO	
180	ARQ34	Mark-dimension-as-ORL, per-rater-L&A	ARQ33	ALGO	
181	ARQ35	Count-and-flag-rater-as-ORL	ARQ34	ALGO	
182	B16a	Explanation of context setting exercises	CON, HT1 & HT2	TXT	
183	B16b	Input aspirations (HT)	BQ T&HT	TXT	
184	B16d	Context setting incidents exercises	CON, HT1 & HT2	TXT	
185	B16e	It is important you have entered your aspirations	CON, HT1 & HT2	TXT	old static new code
186	Bk1	Explanation of context setting exercises	CON, T1 & T2	TXT	
187	Bk2	Input aspirations (T)	BQ T&HT	TXT	
188	Bk3	Context setting incidents exercises	CON, T1 & T2	TXT	
189	Bk4	It is important you have entered your aspirations	CON, T1 & T2	TXT	NEW

190	BQ1	Introduction to background questionnaire (HT)	BQ T&HT	TXI	
191	BQ2	Display teacher background questionnaire	BQ T&HT	TXI	
192	BQ3	Introduction to background questionnaire (T)	BQ T&HT	TXI	
193	BQ4	Display headteacher background questionnaire	BQ T&HT	TXI	
194	BQ5	Thank you and move on	BQ T&HT	TXI	
195	BQ6	Sub-set of BQ4 (questions 1 to 9)	CSNR HT2	TXI	NEW
196	BQ7	Sub-set of BQ2 - teacher' BG questionnaire	CSNR T	TXI	NEW
197	C14a	Explanation of styles feedback process	FEED HT1(2)	TXI	
198	C14b	Self-rater table	FEED HT1(2)	TBL	
199	C14c	Static intro to comparison styles chart	FEED HT1(2)	TXI	
200	C14d	Free text jottings for style	FEED HT1(2)	TXI	
201	C14e	LSI Self table text matrix	FEED HT1(2)	TXI	
202	C14f	Phases-text-selection-matrix	FEED HT1(2)	TXI	
203	C14g	Self/Rater Comparison text matrix	FEED HT1(2)	TXI	
204	C14h	Comparison text selection matrix	FEED HT1(2)	TXI	
205	C14i	Rater agreement text matrix	FEED HT1(2)	TXI	
206	C14j	Rater styles table text matrix	FEED HT1(2)	TBL	
207	C14l	S-dom, sec and inert - self	FEED HT1(2)	TXI	
208	C14m(C8e)	Static introduction to rater styles table	FEED HT1(2)	TXI	
209	C14n	S-dom, sec and inert - rater	FEED HT1(2)	TBL	
210	C14o(C8a)	Static introduction to self styles table	CRY, HT1	TXI	
211	C1a - C6a	AS-IS	FEED, HT1(1)	CHT	
212	C1b - C6b	AR-IR	FEED, HT1(1)	CHT	
213	C1c - C6c	AS-AR	FEED, HT1(1)	CHT	
214	C1d - C6d	AR norms	FEED, HT1(1)	CHT	
215	C1f	Climate dimension text matrix	FEED, HT1(1)	TXI	
216	C1h	Jotter	FEED, HT1(1)	TXI	
217	C1j	Static intro to chart AS-IS - Flexibility (including rater agreement text)	FEED, HT1(1)	TXI	
218	C1j - C6j	Rater agreement table within:	FEED, HT1(1)	TBL	
219	C1k	Static intro to chart AR-IR - Flexibility	FEED, HT1(1)	TXI	
220	C1m	Static intro to chart AS-AR - Flexibility	FEED, HT1(1)	TXI	
221	C1n	Static intro to chart AR/Norms - Flexibility	FEED, HT1(1)	TXI	
222	C1o	CSI Rater agreement text matrix	FEED, HT1(1)	TXI	
223	C1p	Static introduction to per dimension summary chart - Flexibility	FEED, HT1(1)	TXI	
224	C1q - C6q	Summary	FEED, HT1(1)	CHT	

225	C2j	Static intro to chart AS-IS - Responsibility (including rater agreement text)	FEED, HT1(1)	TX1
226	C2k	Static intro to chart AR-IR - Responsibility	FEED, HT1(1)	TX1
227	C2m	Static intro to chart AS-AR - Responsibility	FEED, HT1(1)	TX1
228	C2n	Static intro to chart AR/Norms - Responsibility	FEED, HT1(1)	TX1
229	C2p	Static introduction to per dimension summary chart - Responsibility	FEED, HT1(1)	TX1
230	C3j	Static intro to chart AS-IS - Standards (including rater agreement text)	FEED, HT1(1)	TX1
231	C3k	Static intro to chart AR-IR - Standards	FEED, HT1(1)	TX1
232	C3m	Static intro to chart AS-AR - Standards	FEED, HT1(1)	TX1
233	C3n	Static intro to chart AR/Norms -Standards	FEED, HT1(1)	TX1
234	C3p	Static introduction to per dimension summary chart - Standards	FEED, HT1(1)	TX1
235	C4j	Static intro to chart AS-IS - Rewards (including rater agreement text)	FEED, HT1(1)	TX1
236	C4k	Static intro to chart AR-IR - Rewards	FEED, HT1(1)	TX1
237	C4m	Static intro to chart AS-AR - Rewards	FEED, HT1(1)	TX1
238	C4n	Static intro to chart AR/Norms -Rewards	FEED, HT1(1)	TX1
239	C4p	Static introduction to per dimension summary chart - Rewards	FEED, HT1(1)	TX1
240	C5j	Static intro to chart AS-IS - Clarity (including rater agreement text)	FEED, HT1(1)	TX1
241	C5k	Static intro to chart AR-IR - Clarity	FEED, HT1(1)	TX1
242	C5m	Static intro to chart AS-AR - Clarity	FEED, HT1(1)	TX1
243	C5n	Static intro to chart AR/Norms - Clarity	FEED, HT1(1)	TX1
244	C5p	Static introduction to per dimension summary chart - Clarity	FEED, HT1(1)	TX1
245	C6j	Static intro to chart AS-IS - Team Commitment (including rater agreement text)	FEED, HT1(1)	TX1
246	C6k	Static intro to chart AR-IR - Team Commitment	FEED, HT1(1)	TX1
247	C6m	Static intro to chart AS-AR - Team Commitment	FEED, HT1(1)	TX1
248	C6n	Static intro to chart AR/Norms - Team Commitment	FEED, HT1(1)	TX1
249	C6p	Static introduction to per dimension summary chart - Team Commitment	FEED, HT1(1)	TX1
250	C7a	AS-AR	FEED, HT1(1)	CHT
251	C7b	AR norms	FEED, HT1(1)	CHT
252	C7c	<del>Overall text selection matrix</del>	FEED, HT1(1)	TX1
253	C7d	Overall Climate summary text selection matrix	FEED HT1(1)	TX1
254	C7e	Explanation of full feedback process	FEED HT1(1)	TX1
255	C7f	Static intro to summary	FEED HT1(1)	TX1
256	C7g	Sensitive intro to summary	FEED HT1(1)	TX1

257	C7h	Free text jottings Climate	FEED HT1(1)	TXI
258	C7j	Explanation of climate feedback process	FEED HT1(1)	TXI
259	C7k	Explanation of norms	FEED HT1(1)	TXI
260	C7r	Static - explanation of blank dimensions	FEED HT1(1)	TXI
261	Ca1 - Ci1	AS-IS	FEED, ST1	CHT
262	Ca10	Static intro to chart AS-IS - Clarity (including rater agreement text)	FEED, ST1	TXI
263	Ca10 - Ci10	Rater agreement table within:	FEED ST1/PT1	TBL
264	Ca11	Static intro to chart AR-IR - Clarity	FEED, ST1	TXI
265	Ca12	Static intro to chart SECONDARY AS-AR - Clarity	FEED, ST1	TXI
266	Ca13	Static intro to chart SECONDARY AR-norms - Clarity	FEED, ST1	TXI
267	Ca16 - Ci16	AS	FEED, PT1	CHT
268	Ca17	Static intro to chart PRIMARY AS - Clarity	FEED, PT1	TXI
269	Ca19	Primary climate dimension text matrix	FEED, PT1	TXI
270	Ca2 - Ci2	AR-IR	FEED ST1	CHT
271	Ca20-Ci20	Rater agreement text matrix	FEED ST1/PT1	TXI
272	Ca21	Static intro to chart PRIMARY AR-norms - Clarity	FEED, PT1	TXI
273	Ca22	Static intro to chart per dimension summary - Clarity	FEED ST1/PT1	TXI
274	Ca23 - Ci23	Summary	FEED ST1	CHT
275	Ca24 - Ci24	Summary	FEED, PT1	CHT
276	Ca25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Clarity	FEED, PT1	TXI
277	Ca3 - Ci3	AS-AR	FEED ST1/PT1	CHT
278	Ca4 - Ci4	AR norms	FEED ST1/PT1	CHT
279	Ca6	Secondary climate dimension text matrix	FEED, ST1	TXI
280	Ca7-Ci7	Jotter	FEED, ST1/PT1	TXI
281	Ch10	Static intro to chart AS-IS - Standards (including rater agreement text)	FEED, ST1	TXI
282	Ch11	Static intro to chart AR-IR - Standards	FEED, ST1	TXI
283	Ch12	Static intro to chart SECONDARY AS-AR - Standards	FEED, ST1	TXI
284	Ch13	Static intro to chart SECONDARY AR-norms - Standards	FEED, ST1	TXI
285	Ch17	Static intro to chart PRIMARY AS - Standards	FEED, PT1	TXI
286	Ch21	Static intro to chart PRIMARY AR-norms - Standards	FEED, PT1	TXI
287	Ch22	Static intro to chart per dimension summary - Standards	FEED ST1/PT1	TXI
288	Ch25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Standards	FEED, PT1	TXI
289	Cc10	Static intro to chart AS-IS - Order (including rater agreement text)	FEED, ST1	TXI
290	Cc11	Static intro to chart AR-IR - Order	FEED, ST1	TXI



291	Cc12	Static intro to chart SECONDARY AS-AR - Order	FEED, ST1	TXT
292	Cc13	Static intro to chart SECONDARY AR-norms - Order	FEED, ST1	TXT
293	Cc17	Static intro to chart PRIMARY AS - Order	FEED, PT1	TXT
294	Cc21	Static intro to chart PRIMARY AR-norms - Order	FEED, PT1	TXT
295	Cc22	Static intro to chart per dimension summary - Order	FEED ST1/PT1	TXT
296	Cc25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Order	FEED, PT1	TXT
297	Cd10	Static intro to chart AS-IS - Fairness (including rater agreement text)	FEED, ST1	TXT
298	Cd11	Static intro to chart AR-IR - Fairness	FEED, ST1	TXT
299	Cd12	Static intro to chart SECONDARY AS-AR - Fairness	FEED, ST1	TXT
300	Cd13	Static intro to chart SECONDARY AR-norms - Fairness	FEED, ST1	TXT
301	Cd17	Static intro to chart PRIMARY AS - Fairness	FEED, PT1	TXT
302	Cd21	Static intro to chart PRIMARY AR-norms - Fairness	FEED, PT1	TXT
303	Cd22	Static intro to chart per dimension summary - Fairness	FEED ST1/PT1	TXT
304	Cd25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Fairness	FEED, PT1	TXT
305	Ce10	Static intro to chart AS-IS - Participation (including rater agreement text)	FEED, ST1	TXT
306	Ce11	Static intro to chart AR-IR - Participation	FEED, ST1	TXT
307	Ce12	Static intro to chart SECONDARY AS-AR - Participation	FEED, ST1	TXT
308	Ce13	Static intro to chart SECONDARY AR-norms - Participation	FEED, ST1	TXT
309	Ce17	Static intro to chart PRIMARY AS - Participation	FEED, PT1	TXT
310	Ce21	Static intro to chart PRIMARY AR-norms - Participation	FEED, PT1	TXT
311	Ce22	Static intro to chart per dimension summary - Participation	FEED ST1/PT1	TXT
312	Ce25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Participation	FEED, PT1	TXT
313	Cf10	Static intro to chart AS-IS - Support (including rater agreement text)	FEED, ST1	TXT
314	Cf11	Static intro to chart AR-IR - Support	FEED, ST1	TXT
315	Cf12	Static intro to chart SECONDARY AS-AR - Support	FEED, ST1	TXT
316	Cf13	Static intro to chart SECONDARY AR-norms - Support	FEED, ST1	TXT
317	Cf17	Static intro to chart PRIMARY AS - Support	FEED, PT1	TXT
318	Cf21	Static intro to chart PRIMARY AR-norms - Support	FEED, PT1	TXT
319	Cf22	Static intro to chart per dimension summary - Support	FEED ST1/PT1	TXT
320	Cg25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Support	FEED, PT1	TXT
321	Cg10	Static intro to chart AS-IS - Safety (including rater agreement text)	FEED, ST1	TXT
322	Cg11	Static intro to chart AR-IR - Safety	FEED, ST1	TXT

323	Cg12	Static intro to chart SECONDARY AS-AR - Safety	FEED, ST1	TX1
324	Cg13	Static intro to chart SECONDARY AR-norms - Safety	FEED, ST1	TX1
325	Cg17	Static intro to chart PRIMARY AS - Safety	FEED, PT1	TX1
326	Cg21	Static intro to chart PRIMARY AR-norms - Safety	FEED, PT1	TX1
327	Cg22	Static intro to chart per dimension summary - Safety	FEED ST1/PT1	TX1
328	Cg25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Safety	FEED, PT1	TX1
329	Ch10	Static intro to chart AS-IS - Interest (including rater agreement text)	FEED, ST1	TX1
330	Ch11	Static intro to chart AR-IR - Interest	FEED, ST1	TX1
331	Ch12	Static intro to chart SECONDARY AS-AR - Interest	FEED, ST1	TX1
332	Ch13	Static intro to chart SECONDARY AR-norms - Interest	FEED, ST1	TX1
333	Ch17	Static intro to chart PRIMARY AS - Interest	FEED, PT1	TX1
334	Ch21	Static intro to chart PRIMARY AR-norms - Interest	FEED, PT1	TX1
335	Ch22	Static intro to chart per dimension summary - Interest	FEED ST1/PT1	TX1
336	Ch25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Interest	FEED, PT1	TX1
337	Ch10	Static intro to chart AS-IS - Environment (including rater agreement text)	FEED, ST1	TX1
338	Ch11	Static intro to chart AR-IR - Environment	FEED, ST1	TX1
339	Ch12	Static intro to chart SECONDARY AS-AR - Environment	FEED, ST1	TX1
340	Ch13	Static intro to chart SECONDARY AR-norms - Environment	FEED, ST1	TX1
341	Ch17	Static intro to chart PRIMARY AS - Environment	FEED, PT1	TX1
342	Ch21	Static intro to chart PRIMARY AR-norms - Environment	FEED, PT1	TX1
343	Ch22	Static intro to chart per dimension summary - Environment	FEED ST1/PT1	TX1
344	Ch25	Static intro to chart PRIMARY AS-AR (incl. rater agree text) - Environment	FEED, PT1	TX1
345	Cj1	AS-AR	FEED ST1/PT1	CH1
346	Cj10	Explanation of norms	FEED ST1/PT1	TX1
347	Cj14	Static - explanation of blank dimensions	FEED ST1/PT1	TX1
348	Cj2	AR norms	FEED ST1/PT1	CH1
349	Cj3	Overall text selection matrix	FEED ST1/PT1	TX1
350	Cj4	Overall Climate summary text matrix	FEED ST1/PT1	TX1
351	Cj5	Explanation of full feedback process	FEED ST1	TX1
352	Cj6	Static intro to summary	FEED ST1/PT1	TX1
353	Cj7	Sensitive intro to summary	FEED ST1/PT1	TX1
354	Cj8	Free text jottings Climate	FEED ST1/PT1	TX1
355	Cj9	Training-to-use-feedback-system	FEED ST1	TX1

356	CP1	Input username and password	CPASS	TX1	
357	CP2	Static not allowed to change password	CPASS	TX1	
358	CP5	Static: new password now active	CPASS	TX1	
359	CSM1	Display current details	CSM	TX1	
360	CSM2	Display user options	CSM	TX1	
361	CSM3	Ask user to confirm delete	CSM	TX1	
362	CSM4	Delete school manager data from database	CSM	TX1	
363	CSM5	Input user name	CSM	TX1	
364	CSM6	How would you like to send out these details?	CSM	TX1	
365	CSM7	Print user name and password	CSM	TX1	
366	CSNR_HT1	Set create nominate raters intro	CSNR_HT	TX1	
367	CSNR_HT10	Create another set	CSNR_HT	TX1	
368	CSNR_HT12	Not allowed more want to edit a set?	CSNR_HT	TX1	
369	CSNR_HT13	Print e-mails	CSNR_HT	TX1	
370	CSNR_HT14	Static: have to nominate at least 5 raters	CSNR_HT	TX1	
371	CSNR_HT15	Intro to school and head background questionnaire subset check	CSNR_HT2	TX1	
372	CSNR_HT5	Nominate new raters	CSNR_HT	TX1	
373	CSNR_HT6	Please re-enter address	CSNR_HT	TX1	
374	CSNR_HT7	Set deadline date Dropdown list	CSNR_HT	TX1	
375	CSNR_HT8	Happy with set details?	CSNR_HT	TX1	
376	CSNR_HT9	Delete or edit set	CSNR_HT	TX1	
377	CSNR1	Set create nominate raters intro	CSNR_T	TX1	
378	CSNR10	Create another set	CSNR_T	TX1	
379	CSNR11	Is no of sets > or = no of existing sets this year for user	CSNR_T	TX1	
380	CSNR11	Have all sets been created?	CSNR T/HT	ALGO	
381	CSNR12	Not allowed more want to edit a set?	CSNR_T	TX1	
382	CSNR13	Print e-mails	CSNR_T	TX1	
383	CSNR14	Routing for Set Phase Classification (STP)	CSNR_T	ALGO	
384	CSNR15	Text for reading age of under seven - may need to help	CSNR_T	TX1	
385	CSNR17	Static: have to nominate at least 7 raters	CSNR_T	TX1	
386	CSNR18	Intro to background questionnaire sub-set	CSNR_T	TX1	
387	CSNR2	Name the set	CSNR_T	TX1	
388	CSNR3	Display set questionnaire - 9 questions	CSNR_T	TX1	
389	CSNR4	Ask user if prefers to be Pri or Sec	CSNR_T	TX1	
390	CSNR4	Does teacher want primary or secondary ?	CSNR_T	ALGO	
391	CSNR5	Nominate raters	CSNR_T	TX1	

NEW

392	CSNR6	Please re-enter address	CSNR_T	TXI
393	CSNR7	Set deadline date Dropdown list	CSNR_T	TXI
394	CSNR7	Set deadline date	CSNR T/HT	ALGO
395	CSNR8	Happy with set details?	CSNR_T	TXI
396	CSNR9	Delete or edit set	CSNR_T	TXI
397	D14a	Are you surprised - styles	FEED HT1 (2)	TXI
398	D14b	DAWA	FEED HT1 (2)	TXI
399	D14c	Which styles caused reactions	FEED HT1 (2)	TXI
400	D14d	Emotional reaction to - Coercive...	FEED HT1 (2)	TXI
401	D14e	Emotional reaction to - Authoritative ...	FEED HT1 (2)	TXI
402	D14f	Emotional reaction to - Affiliative ...	FEED HT1 (2)	TXI
403	D14g	Emotional reaction to - Democratic...	FEED HT1 (2)	TXI
404	D14h	Emotional reaction to - Pacesetting ...	FEED HT1 (2)	TXI
405	D14j	Emotional reaction to - Coaching ...	FEED HT1 (2)	TXI
406	D14k	Static - dealing with surprise	FEED HT1 (2)	TXI
407	D16a	Emotions Matrix	CRY, HT1	TBL
408	D16c	DAWA/Priority full text matrix	FEED HT1 (1)	TXI
409	D46d	Priority-text-selection-matrix		TXI
410	D16f	Intro to emotion handling	CRY, HT1	TXI
411	D16j	If more than 3 emotional reactions 1st attempt try again	CRY, HT1	TXI
412	D16k	If more than 3 emotional reactions 3rd attempt start again	CRY, HT1	TXI
413	D16m	Dont worry (panic)	CRY, HT1	TXI
414	D1a-D6a	DAWA	CRY, HT1	TXI
415	D7a	DAWA selection buttons	FEED HT1 (1)	TXI
416	D7b	Warning - Angry	FEED HT1 (1)	TXI
417	D7c	Warning - Upset	FEED HT1 (1)	TXI
418	D7d	Warning - Don't Believe it	FEED HT1 (1)	TXI
419	D7e	Warning - Any emotion	FEED HT1 (1)	TXI
420	Da1-Di1	DAWA	FEED STI/PT1	TXI
421	Dj1	Dawa overall	FEED STI/PT1	TXI
422	Dj10	If more than 3 emotional reactions 1st attempt try again	CRY T1	TXI
423	Dj11	If more than 3 emotional reactions 3rd attempt start again	CRY T1	TXI
424	Dj12	Dont worry (panic)	CRY T1	TXI
425	Dk1	Emotions Matrix	CRY T1	TBL
426	Dk10	Warning - Any emotion	FEED STI/PT1	TXI
427	Dk11	Intro to emotion handling	CRY T1	TXI

428	Dk3	DAWA/Priority full text matrix	CRY T1				TXT
429	Dk4	Priority-text-selection-matrix					TXT
430	Dk7	Warning - Angry	FEED ST1/PT1				TXT
431	Dk8	Warning - Upset	FEED ST1/PT1				TXT
432	Dk9	Warning - Don't Believe it	FEED ST1/PT1				TXT
433	E14a	Reflective questions for style	FEED HT1(2)				TXT
434	E1a	Input from CSI Flexibility reflective questions	FEED, HT1(1)				TXT
435	E1b-E6b	Priority selection (Low = 1, Med = 2, High = 3)	FEED, HT1(1)				TXT
436	E2a	Input from CSI Responsibility reflective questions	FEED, HT1(1)				TXT
437	E3a	Input from CSI Standards reflective questions	FEED, HT1(1)				TXT
438	E4a	Input from CSI Rewards reflective questions	FEED, HT1(1)				TXT
439	E5a	Input from CSI Clarify reflective questions	FEED, HT1(1)				TXT
440	E6a	Input from CSI Team Commitment reflective questions	FEED, HT1(1)				TXT
441	E7a	Reflective questions	FEED HT1(1)				TXT
442	Ea1	Input from reflective questions - Clarify	FEED ST1/PT1				TXT
443	Ea1	Produce table of subject available	Ea1				ALGO
444	Ea18	Produce table of key stages available	Ea18				ALGO
445	Ea19-21	Produce key stage charts (2)	Ea19-21				ALGO
446	Ea2	Produce school average chart (2)	Ea2				ALGO
447	Ea24	Produce group secondary average chart	Ea24				ALGO
448	Ea25	Produce group primary average chart (2)	Ea25				ALGO
449	Ea26	Produce table of schools available	Ea26				ALGO
450	Ea27	Calculate average of the average rater scores (i.e. each set of rater has weighting of 1)	Ea27				ALGO
451	Ea28	Find the minimum of the average rate scores	Ea28				ALGO
452	Ea29	Find the maximum of the average rater scores	Ea29				ALGO
453	Ea2-Ei2	Priority selection (Low = 1, Med = 2, High = 3)	FEED ST1/PT1				TXT
454	Ea30	Calculate the historical average of the rater scores	Ea30				ALGO
455	Ea31	Calculate the gap - Average-AverageH	Ea31				ALGO
456	Ea32	Mark the gap - Average-AverageH - 5 types - secondary	Ea32				ALGO
457	Ea33	Calculate average of the average rater scores (i.e., each set of raters has weighting of 1)	Ea33				ALGO
458	Ea34	Find the minimum of the average rater scores	Ea34				ALGO
459	Ea35	Find the maximum of the average rater scores	Ea35				ALGO
460	Ea36	Calculate the historical average of the average rater scores	Ea36				ALGO
461	Ea37	Calculate the gap - Average-AverageH	Ea37				ALGO
462	Ea38	Mark the gap - Average-AverageH - 5 types - secondary	Ea38				ALGO

463	EA39	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)	EA39	ALGO
464	EA3-EA17	Produce subject charts (2)	EA3-EA17	ALGO
465	EA40	Find the minimum of the average rater scores	EA40	ALGO
466	EA41	Find the maximum of the average rater scores	EA41	ALGO
467	EA42	Calculate the historical average of the average rater scores	EA42	ALGO
468	EA43	Calculate the gap - Average-AverageH	EA43	ALGO
469	EA44	Mark the gap - Average-AverageH - 5 types - primary	EA44	ALGO
470	EA45	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)	EA45	ALGO
471	EA46	Find the minimum of the average rater scores	EA46	ALGO
472	EA47	Find the maximum of the average rater scores	EA47	ALGO
473	EA48	Calculate the historical average of the average rater scores	EA48	ALGO
474	EA49	Calculate the gap - Average-AverageH	EA49	ALGO
475	EA50	Mark the gap - Average-AverageH - 5 types - primary	EA50	ALGO
476	EA51	Produce table of schools that have registered	EA51	ALGO
477	EACj11	Tables of Key Stages	EA	TBL
478	EACj18	Table of schools	EA	TBL
479	EACj3	Table of subjects	EA	TBL
480	Eb1	Input from reflective questions - Standards	FEED ST1/PT1	TXT
481	Ec1	Input from reflective questions - Order	FEED ST1/PT1	TXT
482	Ed1	Input from reflective questions - Fairness	FEED ST1/PT1	TXT
483	Ee1	Input from reflective questions - Participation	FEED ST1/PT1	TXT
484	Ef1	Input from reflective questions - Support	FEED ST1/PT1	TXT
485	Eg1	Input from reflective questions - Safety	FEED ST1/PT1	TXT
486	EH1	Input from reflective questions - Interest	FEED ST1/PT1	TXT
487	Ei1	Input from reflective questions - Environment	FEED ST1/PT1	TXT
488	Ej1	Overall Reflective questions input	FEED ST1/PT1	TXT
489	EMET10	Intro for school manager	EMET TABLE	TXT
490	EMET11	Don't forget to action plan	EMET TABLE	TXT
491	EMET13	Prompt at milestones	EMET TABLE	TXT
492	EMET14	Re survey?	EMET TABLE	TXT
493	EMET15	Time to start again	EMET TABLE	TXT
494	EMET16	Don't forget to reveiw	EMET TABLE	TXT
495	EMET17	New academic year - do you want to buy	EMET TABLE	TXT
496	EMET1a	Intro process Adult Raters	EMET TABLE	TXT
497	EMET1b	Intro process Student Raters	EMET TABLE	TXT

498	EMET12	Choose another rater	EMET TABLE	TX1T
499	EMET13	Familiarity failure - choose your	EMET TABLE	TX1T
500	EMET14	2 week reminder	EMET TABLE	TX1T
501	EMET15	1 week reminder	EMET TABLE	TX1T
502	EMET16	1 day remindr	EMET TABLE	TX1T
503	EMET17	Process with fewer raters	EMET TABLE	TX1T
504	EMET18	Feedback ready	EMET TABLE	TX1T
505	EMET19	Select another rater	EMET TABLE	TX1T
506	F15a	Static Intro "Planning to make changes"	PRL, HT1	TX1T
507	F15b	Personal Priority Matrix	PRL, HT1	TBL
508	F15c	Sensitive Static Intro "Planning to make changes"	PRL, HT1	TX1T
509	F15d	More than 3 priorities - 1st attempt try again	PRL, HT1	TX1T
510	F15e	More than 3 priorities - 2nd attempt try again	PRL, HT1	TX1T
511	F15f	Too hard a target text	PRL, HT1	TX1T
512	F1a	What does it look like in practice - Flexibility	PRL, HT1	TX1T
513	F1b	What can I do? - Flexibility	PRL, HT1	TX1T
514	F1c	Relation to my context - Flexibility	PRL, HT1	TX1T
515	F1d	Obstacles in my context - Flexibility	PRL, HT1	TX1T
516	F2a	What does it look like in practice - Responsibility	PRL, HT1	TX1T
517	F2b	What can I do? - Responsibility	PRL, HT1	TX1T
518	F2c	Relation to my context - Responsibility	PRL, HT1	TX1T
519	F2d	Obstacles in my context - Responsibility	PRL, HT1	TX1T
520	F3a	What does it look like in practice - Standards	PRL, HT1	TX1T
521	F3b	What can I do? - Standards	PRL, HT1	TX1T
522	F3c	Relation to my context - Standards	PRL, HT1	TX1T
523	F3d	Obstacles in my context - Standards	PRL, HT1	TX1T
524	F4a	What does it look like in practice - Rewards	PRL, HT1	TX1T
525	F4b	What can I do? - Rewards	PRL, HT1	TX1T
526	F4c	Relation to my context - Rewards	PRL, HT1	TX1T
527	F4d	Obstacles in my context - Rewards	PRL, HT1	TX1T
528	F5a	What does it look like in practice - Clarity	PRL, HT1	TX1T
529	F5b	What can I do? - Clarity	PRL, HT1	TX1T
530	F5c	Relation to my context - Clarity	PRL, HT1	TX1T
531	F5d	Obstacles in my context - Clarity	PRL, HT1	TX1T
532	F6a	What does it look like in practice - Team Commitment	PRL, HT1	TX1T
533	F6b	What can I do? - Team Commitment	PRL, HT1	TX1T

534	F6c	Relation to my context - Team Commitment	PRI, HT1	TXT
535	F6d	Obstacles in my context - Team Commitment	PRI, HT1	TXT
536	Fa1	What does it look like in practice - Clarity	PRI T1	TXT
537	Fa2	What can I do? - Clarity	PRI T1	TXT
538	Fa3	Relation to my context - Clarity	PRI T1	TXT
539	Fa4	Obstacle in my context - Clarity	PRI T1	TXT
540	Fb1	What does it look like in practice - Standards	PRI T1	TXT
541	Fb2	What can I do? - Standards	PRI T1	TXT
542	Fb3	Relation to my context - Standards	PRI T1	TXT
543	Fb4	Obstacle in my context - Standards	PRI T1	TXT
544	Fc1	What does it look like in practice - Order	PRI T1	TXT
545	Fc2	What can I do? - Order	PRI T1	TXT
546	Fc3	Relation to my context - Order	PRI T1	TXT
547	Fc4	Obstacle in my context - Order	PRI T1	TXT
548	Fd1	What does it look like in practice - Fairness	PRI T1	TXT
549	Fd2	What can I do? - Fairness	PRI T1	TXT
550	Fd3	Relation to my context - Fairness	PRI T1	TXT
551	Fd4	Obstacle in my context - Fairness	PRI T1	TXT
552	Fe1	What does it look like in practice - Participation	PRI T1	TXT
553	Fe2	What can I do? - Participation	PRI T1	TXT
554	Fe3	Relation to my context - Participation	PRI T1	TXT
555	Fe4	Obstacle in my context - Participation	PRI T1	TXT
556	Fi1	What does it look like in practice - Support	PRI T1	TXT
557	Fi2	What can I do? - Support	PRI T1	TXT
558	Fi3	Relation to my context - Support	PRI T1	TXT
559	Fi4	Obstacle in my context - Support	PRI T1	TXT
560	Fg1	What does it look like in practice - Safety	PRI T1	TXT
561	Fg2	What can I do? - Safety	PRI T1	TXT
562	Fg3	Relation to my context - Safety	PRI T1	TXT
563	Fg4	Obstacle in my context - Safety	PRI T1	TXT
564	Fh1	What does it look like in practice - Interest	PRI T1	TXT
565	Fh2	What can I do? - Interest	PRI T1	TXT
566	Fh3	Relation to my context - Interest	PRI T1	TXT
567	Fh4	Obstacle in my context - Interest	PRI T1	TXT
568	Fi1	What does it look like in practice - Environment	PRI T1	TXT
569	Fi2	What can I do? - Environment	PRI T1	TXT



570	F13	Relation to my context - Environment	PRI T1	TXI	
571	F14	Obstacle in my context - Environment	PRI T1	TXI	
572	F11	Static Intro "Planning to make changes"	PRI T1	TXI	
573	F12	Personal Priority Matrix	PRI T1	TBL	
574	F13	Sensitive Static Intro "Planning to make changes"	PRI T1	TXI	
575	FP1	Forgot password intro	FP ALL	TXI	
576	FP2	NOT TEXT Display aide-memoire from db	FP ALL	TXI	
577	FP3	Try again?	FP ALL	TXI	
578	FP4	Prompt user to call helpdesk	FP ALL	TXI	
579	FP5	Enter password twice	FP ALL	TXI	
580	FP6	Password now active	FP ALL	TXI	
581	FP7	Passwords don't match	FP ALL/CPASS	TXI	
582	G1.1-G1.16	Explanation of competency	VEST, T1	TXI	
583	G12	Intro to action planning free text	VEST, T1	TXI	
584	G13.1-G13.16	Do you want to input free text actions	VEST, T1	TXI	
585	G14	Intro to the iceberg questions	VEST, T1	TXI	NEW
586	G16a	Intro to action planning	VEST, HT1(1)	TXI	
587	G16d	Personalised text & action suggestions - static intro/screen text	VEST, HT1(1)	TXI	
588	G16e	Text Around Table of priorities	VEST, HT1(1)	TXI	
589	G16e	Table of chosen priorities	VEST, HT1(1)	TBL	
590	G16j	Styles action text matrix	VEST, HT1(1)	TXI	
591	G16k	Styles-action-text selection matrix	VEST, HT1(4)	TXI	
592	G16m	Action plan free text	VEST, HT1(1)	TXI	
593	G16n	Are you sure?	VEST, HT1(1)	TXI	
594	G16q	Selected this style already--want to go thru it again?	VEST, HT1(4)	TXI	
595	G16r	Introduction to table of effective style scores for headteacher	VEST, HT1(1)	TXI	NEW
596	G16t	Explanation of styles impacting on CSI dimensions	VEST, HT1(1)	TXI	NEW
597	G1a.1-G6a.1	Generic table of styles impacting on CSI dimensions	VEST, HT1(1)	TBL	
598	G1a.2-G6a.2	Pop-up text when hover over G1a.1-G6a.1	VEST, HT1(1)	TBL	
599	G1b-G6b	NOW A TABLE Table of competencies impacting on styles	VEST, HT1(2)	TXI	
600	G1b-G6b	Table of Competencies	VEST, HT1(2)	TBL	
601	G1c - G6c	Effective styles table	VEST HT1 (1)	TBL	

602	G2.1-G2.16	Iceberg Q1	VEST, T1	TXT	
603	G3.1-G3.16	Iceberg Q2	VEST, T1	TXT	
604	G4.1-G4.16	Iceberg Q3	VEST, T1	TXT	
	G7.1-G7.16, G8.1-G8.16, G9.1-G9.16	Explanation table and options - Iceberg 1-3	VEST, T1	TXT	
605			VEST, T1	TXT	
606	Gk1	Static How to use action planning	VEST, T1	TXT	
607	Gk10	Too hard a target text	PRI T1	TXT	
608	Gk11	Intro to action planning	VEST, T1	TXT	
609	Gk12	Introduction into competencies impacting on dimension	VEST, T1	TXT	NEW
610	Gk4	More than 3 priorities - 1st attempt try again	PRI T1	TXT	
611	Gk5	Table of chosen priorities	VEST, T1	TBL	
612	Gk6	Table of Competencies	VEST, T1	TBL	
613	Gk7	AP table	VEST, T1	TBL	
614	Gk8	Static Next steps after action planning	VEST, T1	TBL	
615	Gk9	More than 3 priorities - 2nd attempt try again	VEST, T1	TBL	
616	HF1	Order of climate chart presentation	PRI T1	TXT	
617	HF10	Produce priorities matrix	FEED HT1 (1)	HF1	ALGO
618	HF11	Chance of success algorithm	PRI HT1	HF10	ALGO
619	HF12	Was the reaction emotional	FEED HT1 (2)	HF11	ALGO
620	HF13	Build on strengths (time 2 only) (2)	-	HF12	ALGO
621	HF14	What was level of style and difference vs previous measurement? (time 2 only) (2)	VEST HT2 (1)	HF13	ALGO
622	HF15	LSI Rater agreement text algo	FEED HT1 (2)	HF14	ALGO
623	HF16	Check for blank dimensions (code changed - duplication) - was HF7	FEED HT1 (1)	HF15	ALGO
624	HF2a	Gap and absolute levels text algorithm - climate dimensions	FEED HT1 (1)	HF16	ALGO
625	HF2b	Gap and absolute level text algorithm - overall climate	FEED HT1 (1)	HF2a	ALGO
626	HF3	Too many bad reactions?	FEED HT1 (1)	HF2b	ALGO
627	HF4	Is data dodgy?	FEED HT1 (1)	HF3	ALGO
628	HF5	System Rank of Styles in Order for self + text algo	FEED HT1 (2)	HF4	ALGO
629	HF6a	System Rank of Styles in Order for rater + text algo	FEED HT1 (2)	HF5	ALGO
630	HF6b	Styles comparison text algo	FEED HT1 (2)	HF6a	ALGO
631	HF8	CSI Rater agreement text algo	FEED HT1 (2)	HF6b	ALGO
632	HF8	Determine what level style is displayed at	FEED HT1 (1)	HF8	ALGO
633	HF9	Produce emotions matrix	replaced	HF8	ALGO
634	HF7	Algo to identify HT's effective styles	PRI HT1	HF9	ALGO
			VEST HT1 (1)	HF7	ALGO

635	IR1	Static invalid individual ID	IR CONS	TX1T	
636	IR10	Input school info (School background questionnaire)	IR CONS	TX1T	
637	IR11	Welcome screen with personal & school data (HT)	IR CONS	TX1T	
638	IR13	Static user name or password invalid (HT)	IR CONS	TX1T	
639	IR14	Input log in details User name & password and aide memoire (HT, T, EA)	IR CONS	TX1T	
640	IR15	Welcome screen with own details (rater)	IR CONS	TX1T	
641	IR16	Input log in details User name & password and aide memoire (Rater)	IR CONS	TX1T	
642	IR17	Input full name (HT)	IR CONS	TX1T	
643	IR18	Input full name (T)	IR CONS	TX1T	
644	IR19	Privacy statement	IR CONS	TX1T	
645	IR2	Static invalid ID (any user)	IR CONS	TX1T	
646	IR3	Display privacy statement (IR19) and login information	IR CONS	TX1T	
647	IR4	Static invalid ID (any user)	IR CONS	TX1T	
648	IR5	Static password invalid (Rater)	IR CONS	TX1T	
649	IR6	Welcome screen with EA data	IR CONS	TX1T	
650	IR7	NOT TEXT Registration-complete (Auto-login)	IR CONS	TX1T	
651	IR8	Welcome screen with personal & school data (T)	IR CONS	TX1T	
652	IR9	You have left blanks	IR CONS	TX1T	
653	J16a	Intro to action planning free text	VEST, HT1(2)	TX1T	
654	J16b	Do you want to input free text actions	VEST, HT1(2)	TX1T	
655	J16d	You have already done some action planning on this competency	VEST, HT1(2)	TX1T	old static, new code
656	J16e	Intro to the iceberg questions	VEST, HT1(2)	TX1T	NEW
657	J16g	Introduction into competencies impacting on chosen style	VEST, HT1(2)	TX1T	NEW
658	J1b - J15b	Explanation of competency	VEST, HT1(2)	TX1T	
659	J1c	Iceberg Q1 (not J2c to J15c too!)	VEST, HT1(2)	TX1T	
660	J1d	Iceberg Q2 (not J2d to J15d too!)	VEST, HT1(2)	TX1T	
661	J1e	Iceberg Q3 (not J2e to J15e too!)	VEST, HT1(2)	TX1T	
	J1h - J15h				
	J1j - J15j				
662	J1k - J15k	Explanation table and options - Iceberg 1-3	VEST, HT1(2)	TX1T	
663	K16a	Static How to use action planning	AP, HT1	TX1T	
664	K16b	AP table	AP, HT1	TBL	
665	K16c	Static Next steps after action planning	AP, HT1	TX1T	
666	L1C_A1	Login screen Enter username/ password	L1C ALL	TX1T	

667	LIC_A2	Invalid login message 2 options	LIC_ALL	TX1
668	LIC_AR1	Welcome screen and 2 options	LIC_ALL	TX1
669	LIC_EA1	Welcome screen and 4 options	LIC_ALL	TX1
670	LIC_EA2	EA feedback ready	LIC_ALL	TX1
671	LIC_HT1	Welcome screen and 10 options	LIC_ALL	TX1
672	LIC_HT2	Feedback ready	LIC_ALL	TX1
673	LIC_PT1	Welcome screen and 9 options	LIC_ALL	TX1
674	LIC_PT2	ST feedback ready	LIC_ALL	TX1
675	LIC_SM1	Welcome screen and 3 options	LIC_ALL	TX1
676	LIC_SM2	Feedback ready	LIC_ALL	TX1
677	LIC_SR1	Welcome screen and 2 options	LIC_ALL	TX1
678	LIC_ST1	Welcome screen and 9 options	LIC_ALL	TX1
679	LIC_ST2	PT feedback ready	LIC_ALL	TX1
680	PSRQ40	Calculate dimension spread index and flag (low, medium, high agreement)	PSRQ40	ALGO
681	PSRQ43	Test for ORL—rater per dimension	PSRQ43	ALGO
682	PSRQ44	Test for data rejection—per dimension, per rater	PSRQ44	ALGO
683	PSRQ45	Mark dimension as ORL—per rater	PSRQ45	ALGO
684	QAa1	LSI Instructions	COQ, HT2	TX1
685	QAa2	Display "X" LSI qns	COQ, HT2	TX1
686	QAa3	Invalid text 1 - scale funny	COQ, HT2	TX1
687	QAa4	Invalid text 2 - any blanks	COQ, HT2	TX1
688	QAa5	Invalid text 3 - too many blanks	COQ, HT2	TX1
689	QAa6	LSI Post-submit text	COQ, HT2	TX1
690	QAa7	Invalid text 4 - scale funny again, telephone us	COQ, HT2	TX1
691	QAa1	Intro and CSI Instructions	COQ, HT1	TX1
692	QAa2	Display "X" CSI qns	COQ, HT1	TX1
693	QAa3	Invalid text 1 - really messed it up, new instructions)	COQ, HT1	TX1
694	QAa4	Invalid text 2 - any blanks	COQ, HT1	TX1
695	QAa5	Invalid text 3 - too many blanks	COQ, HT1	TX1
696	QAa6	Invalid text 4 - really, really messed it up, telephone us	COQ, HT1	TX1
697	QAa8	Invalid text 5 - incomplete pairs	COQ, HT1/ROQ SSR/ROQ	TX1
698	QAa1	Intro & instructions	AR1/COQ ST COQ PT	TX1

699	QAc2	Display questions	COQ PT		TXT
700	QAc3	Invalid text 1 - really messed it up, new instructions)	COQ PT		TXT
701	QAc4	Invalid text 2 - any blanks	COQ PT		TXT
702	QAc5	Invalid text 3 - too many blanks	COQ PT		TXT
703	QAc6	post submit text - thankyou	COQ PT		TXT
704	QAc7	Questionnaire display algorithm - self	COQ PT	PTQ1	ALGO
705	QAc8	Invalid text 4 - really, really messed it up, telephone us	COQ PT		TXT
706	QAd1	Intro & instructions	COQ ST		TXT
707	QAd2	Display questions	COQ ST		TXT
708	QAd3	Invalid text 1 - really messed it up, new instructions)	COQ ST		TXT
709	QAd4	Invalid text 2 - any blanks	COQ ST		TXT
710	QAd5	Invalid text 3 - too many blanks	COQ ST		TXT
711	QAd6	Invalid text 4 - really, really messed it up, telephone us	COQ ST		TXT
712	QAd7	Questionnaire display algorithm - self	COQ ST	STQ1	ALGO
713	QAd8	post submit text - thankyou	COQ ST		TXT
714	QAc1	LSI Instructions	ROQ HT2		TXT
715	QAc2	Display "x" LSI qns	ROQ HT2		TXT
716	QAc4	Invalid text 2 - any blanks	ROQ HT2		TXT
717	QAc5	Invalid text 3 - too many blanks	ROQ HT2		TXT
718	QAc6	LSI Post-submission text	ROQ HT2		TXT
719	QAf1	Intro and CSI Instructions	ROQ HT1		TXT
720	QAf2	Display "x" CSI qns	ROQ HT1		TXT
721	QAf4	Invalid text 2 - any blanks	ROQ HT1		TXT
722	QAf5	Invalid text 3 - too many blanks	ROQ HT1		TXT
723	QAg1	Questionnaire display algorithm - rater entry	ROQ PSR	PSRQ1	ALGO
724	QAg2	Intro & instructions	ROQ PSR		TXT
725	QAg3	Display "x" Climate qns	ROQ PSR		TXT
726	QAg4	Invalid text 2 - any blanks	ROQ PSR		TXT
727	QAg5	Invalid text 3 - too many blanks	ROQ PSR		TXT
728	QAg6	post submit text - thankyou	ROQ PSR		TXT
729	QAg7	Demographic Q	ROQ PSR		TXT
730	QAh1	Questionnaire display algorithm - rater entry	ROQ SSR	SSRQ1	ALGO
731	QAh2	Intro & instructions	ROQ SSR		TXT
732	QAh3	Display "x" Climate qns	ROQ SSR		TXT
733	QAh4	Invalid text 2 - any blanks	ROQ SSR		TXT
734	QAh5	Invalid text 3 - too many blanks	ROQ SSR		TXT

735	QAh6	post submit text - thankyou	ROQ SSR	TXT
736	QAh8	Demographic Q	ROQ SSR	TXT
737	QBa2	- Validation algo 1 - scale check - self LSI	COQ HT2	ALGO
738	QBa2	Validation algo 2 - any blanks etc. - self LSI	COQ HT2	ALGO
739	QBa3	Validation algo 3 - many blank and check enough to calculate styles - self LSI	COQ HT2	ALGO
740	QbB1	Validation algo 1 - reversals etc. and scale check - self CSI	COQ HT1	ALGO
741	QbB2	Validation algo 2 - any blanks etc - self CSI	COQ HT1	ALGO
742	QbB3	Validation algo 3 - many blanks and check enough to calculate dimensions - self CSI	COQ HT1	ALGO
743	QbB4	Validation algo 4 - pairs check - self CSI	COQ HT1	ALGO
744	QbC1	Validation algo 1 - scale check - self entry	COQ PT	ALGO
745	QbC2	Validation algo 2 - any blanks - self entry	COQ PT	ALGO
746	QbC3	Validation algo 3 - many blanks etc. and dimension check - self entry	COQ PT	ALGO
747	QbD1	Validation algo 1 - reversals etc. and scale check - self entry	COQ ST	ALGO
748	QbD2	Validation algo 2 - any blanks etc - self entry	COQ ST	ALGO
749	QbD3	Validation algo 3 - many blanks etc and dimension check - self entry	COQ ST	ALGO
750	QbD4	Validation algo 4 - pairs check - self entry	COQ ST	ALGO
751	QbE2	Validation algo 2 - any blank - rater LSI entry	ROQ AR2	ALGO
752	QbE3	Validation algo 3 - many blank - rater LSI entry	ROQ AR2	ALGO
753	QbF2	Validation algo 2 - any blank + complete pairs - rater CSI entry	ROQ AR1	ALGO
754	QbF3	Validation algo 3 - many blank - rater CSI entry	ROQ AR1	ALGO
755	QbF4	Validation algo 4 - pairs check - rater CSI entry	ROQ AR1	ALGO
756	QbG2	Validation algorithm 2 - any blank - rater entry	ROQ PSR	ALGO
757	QbG3	Validation algorithm 3 - many blank - rater entry	ROQ PSR	ALGO
758	QbH2	Validation algo 2 - any blank - rater entry	ROQ SSR	ALGO
759	QbH3	Validation algo 3 - many blank - rater entry	ROQ SSR	ALGO
760	QbH4	Validation algo 4 - pairs check - rater entry	ROQ SSR	ALGO
761	QcE1	Scale checks - rater LSI clean	IQC AR2	ALGO
762	QcE2	Blanks checks - rater LSI clean	IQC AR2	ALGO
763	QcF1	Scale checks - rater CSI clean	IQC AR1	ALGO
764	QcF2	Blanks checks - rater CSI clean	IQC AR1	ALGO
765	QcF3	Reversals check - rater CSI clean	IQC AR1	ALGO
766	QcG1	Scale checks - rater clean	IQC PSR	ALGO
767	QcG2	Blank checks - rater clean	IQC PSR	ALGO

768	QCh1	Scale checks - rater clean	IQC SSR	SSRQ4	ALGO
769	QCh2	Blanks checks - rater clean	IQC SSR	SSRQ5	ALGO
770	QCh3	Reversals check - rater clean	IQC SSR	SSRQ6	ALGO
771	QDa1	Reverse LSI question scores	IQP HT	HQ8	ALGO
772	QDa2	Calculate LSI self style scores (leave invalid styles blank)	IQP HT	HQ9	ALGO
773	QDa3	Calculate LSI self percentiles	HQP HT	HQ40	ALGO
774	QDb1	Reverse CSI self question scores	IQP HT	HQ6	ALGO
775	QDb2	Calculate CSI self dimension scores actual and ideal (leave invalid dimensions blank)	IQP HT	HQ7	ALGO
776	QDc1	Reverse self question scores	IQP PT	PTQ4	ALGO
777	QDc2	Calculate self dimension scores actual (leave invalid dimensions blank)	IQP PT	PTQ5	ALGO
778	QDd1	Reverse self question scores - actual and ideal	IQP ST	STQ5	ALGO
779	QDd2	Calculate self dimension scores actual and ideal (leave invalid dimensions blank)	IQP ST	STQ6	ALGO
780	QDe1	Reverse LSI rater scores	IQP AR	ARQ10	ALGO
781	QDe2	Calculate LSI rater styles (leave invalid styles blank)	IQP AR	ARQ11	ALGO
782	QDe3	Calculate LSI rater percentiles	HQP AR	ARQ42	ALGO
783	QDf1	Reverse CSI rater scores	IQP AR	ARQ13	ALGO
784	QDf2	Calculate CSI rater dimensions - actual and ideal (leave invalid dimensions blank)	IQP AR	ARQ14	ALGO
785	QDg1	reverse rater scores	IQP PSR	PSRQ6	ALGO
786	QDg2	Calculate rater dimensions - actual (leave invalid dimensions blank)	IQP PSR	PSRQ7	ALGO
787	QDh1	Reverse rater scores - actual and ideal	IQP SSR	SSRQ7	ALGO
788	QDh2	Calculate rater dimensions - actual and ideal (leave invalid dimensions blank)	IQP SSR	SSRQ8	ALGO
789	QDe2	Calculate style average of raters	SQC AR2	ARQ46	ALGO
790	QDe4	Calculate rater agreement by dimension and flag - LSI	SQC AR2	ARQ18	ALGO
791	QDe5	Style validity check - LSI	SQC AR2	ARQ19	ALGO
792	QEf2	Calculate dimension average of raters - L&A	SQC AR4	ARQ28	ALGO
793	QEf4	Calculate rater agreement by dimension and flag - CSI	SQC AR1	ARQ30	ALGO
794	QEf5	Dimension validity check actual and ideal	SQC AR1	ARQ31	ALGO
795	QEG4	Calculate dimension spread	SQC AR1	ARQ31	ALGO
796	QEG2	Calculate dimension average of raters	SQC PSR	PSRQ8	ALGO
797	QEG4	Calculate rater agreement by dimension and flag	SQC PSR	PSRQ9	ALGO
798	QEG5	Dimension validity check	SQC PSR	PSRQ11	ALGO
799	QEH2	Calculate dimension average of raters - L&A	SQC SSR	PSRQ12	ALGO
				SSRQ40	ALGO

800	QEH4	Calculate rater agreement by dimension and flag	SQC SSR	SSRQ12	ALGO
801	QEH5	Dimension validity check - 1&A	SQC SSR	SSRQ13	ALGO
802	QFe1	Calculate calculable average styles scores, drawing on rejection flags	SQC AR2	ARQ24	ALGO
803	QFe2	Re-calculate-and-save-spread-index	SQC-AR2	ARQ25	ALGO
804	QFe3	Calculate-LSI-percentiles	SQC-AR2	ARQ26	ALGO
805	QFf1	Calculate calculable average dimensions scores, drawing on rejection flags	SQC AR1	ARQ36	ALGO
806	QFf2	Re-calculate-and-save-spread-index	SQC-AR4	ARQ37	ALGO
807	QFg1	Calculate calculable average dimensions scores, drawing on rejection flags	SQC PSR	PSRQ17	ALGO
808	QFg2	Re-calculate-and-save-spread-index	SQC-PSR	PSRQ48	ALGO
809	QFh1	Calculate calculable average dimensions scores, drawing on rejection flags	SQC SSR	SSRQ18	ALGO
810	QFh2	Re-calculate-and-save-spread-index	SQC-SSR	SSRQ49	ALGO
811	QGa1	Allocate LSI Style score markers - self - 3 types	DM HT	HQ11	ALGO
812	QGa2	Allocate LSI Style score markers - raters - 3 types	DM HT	HQ12	ALGO
813	QGa3	Calculate LSI self - rater gaps	DM HT	HQ13	ALGO
814	QGa4	Mark LSI self - rater gaps - 7 types	DM HT	HQ14	ALGO
815	QGa6	Calculate self (1) - self (2) LSI gaps	DM HT	HQ15	ALGO
816	QGa7	Mark self (1) - self (2) LSI gaps	DM HT	HQ16	ALGO
817	QGa8	Calculate rater (1) - rater (2) LSI gaps	DM HT	HQ17	ALGO
818	QGa9	Mark rater (1) - rater (2) LSI gaps	DM HT	HQ18	ALGO
819	QGb1	Calculate AS-IS gaps	DM HT	HQ19	ALGO
820	QGb10	Mark AS-ASH gaps	DM HT	HQ28	ALGO
821	QGb11	Mark AR-ARH gaps	DM HT	HQ29	ALGO
822	QGb12	Calculate (AS-AR) - (ASH-ARH) gaps	DM HT	HQ30	ALGO
823	QGb13	Mark (AS-AR) - (ASH-ARH) gaps	DM HT	HQ31	ALGO
824	QGb2	Calculate AR-IR gaps	DM HT	HQ20	ALGO
825	QGb3	Calculate AS-AR gaps	DM HT	HQ21	ALGO
826	QGb4	Derive score marker per dimension - 3 types	DM HT	HQ22	ALGO
827	QGb5	Mark AS-IS gaps - 7 types	DM HT	HQ23	ALGO
828	QGb6	Mark AR-IR gaps - 7 types	DM HT	HQ24	ALGO
829	QGb7	Mark AS-AR gaps - 7 types	DM HT	HQ25	ALGO
830	QGb8	Calculate AS-ASH gaps	DM HT	HQ26	ALGO
831	QGb9	Calculate AR-ARH gaps	DM HT	HQ27	ALGO
832	QGd1	Calculate AS-IS gaps	DM ST	STQ7	ALGO



833	QGd10	Mark AS-ASH gaps	DM ST	STQ16	ALGO
834	QGd11	Mark AR-ARH gaps	DM ST	STQ17	ALGO
835	QGd12	Calculate (AS-AR) - (ASH-ARH) gaps	DM ST	STQ18	ALGO
836	QGd13	Mark (AS-AR) - (ASH-ARH) gaps	DM ST	STQ19	ALGO
837	QGd2	Calculate AR-IR gaps	DM ST	STQ8	ALGO
838	QGd3	Calculate AS-AR gaps	DM ST	STQ9	ALGO
839	QGd4	Derive score marker per dimension - 3 types	DM ST	STQ10	ALGO
840	QGd5	mark AS-IS gaps - 7 types	DM ST	STQ11	ALGO
841	QGd6	Mark AR-IR gaps - 7 types	DM ST	STQ12	ALGO
842	QGd7	Mark AS-AR gaps - 7 types	DM ST	STQ13	ALGO
843	QGd8	Calculate AS-ASH gaps	DM ST	STQ14	ALGO
844	QGd9	Calculate AR-ARH gaps	DM ST	STQ15	ALGO
845	QGe1	Calculate AS-AR gaps	DM PT	PTQ6	ALGO
846	QGe2	Derive score marker per dimension - 3 types	DM PT	PTQ7	ALGO
847	QGe3	Mark AS-AR gaps - 7 types	DM PT	PTQ8	ALGO
848	QGe4	Calculate AS-ASH gaps	DM PT	PTQ9	ALGO
849	QGe5	Calculate AR-ARH gaps	DM PT	PTQ10	ALGO
850	QGe6	Mark AS-ASH gaps	DM PT	PTQ11	ALGO
851	QGe7	Mark AR-ARH gaps	DM PT	PTQ12	ALGO
852	QGe8	Calculate (AS-AR) - (ASH-ARH) gaps	DM PT	PTQ13	ALGO
853	QGe9	Mark (AS-AR) - (ASH-ARH) gaps	DM PT	PTQ14	ALGO
854	SM1	Produce table of subjects available	SM1	SM1	ALGO
855	SM18	Produce table of key stages available	SM18	SM18	ALGO
856	SM19-23	Produce key stage charts (2)	SM19-23	SM19-23	ALGO
857	SM2	Produce school average chart	SM2	SM2	ALGO
858	SM24	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)	SM24	SM24	ALGO
859	SM25	Find the minimum of the average rater scores	SM25	SM25	ALGO
860	SM26	Find the maximum of the average rater scores	SM26	SM26	ALGO
861	SM27	Calculate the historical average of the average rater scores	SM27	SM27	ALGO
862	SM28	Calculate the gap - Average-AverageH	SM28	SM28	ALGO
863	SM29	Mark the gap - Average-Average - 5 types - primary	SM29	SM29	ALGO
864	SM30	Mark the gap - Average-Average - 5 types - secondary	SM30	SM30	ALGO
865	SM31	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)	SM31	SM31	ALGO
866	SM32	Find the minimum of the average rater scores	SM32	SM32	ALGO
867	SM33	Find the maximum of the average rater scores	SM33	SM33	ALGO

868	SM34	Calculate the historical average of the average rater scores	SM34	ALGO
869	SM35	Calculate the gap - Average-AverageH	SM35	ALGO
870	SM37	Mark the gap - Average-AverageH - 5 types - secondary	SM37	ALGO
871	SM38	Calculate average of the average rater scores (i.e. each set of raters has weighting of 1)	SM38	ALGO
872	SM39	Find the minimum of the average rater scores	SM39	ALGO
873	SM3-SM17	Produce subject charts (2)	SM3-SM17	ALGO
874	SM40	Find the maximum of the average rater scores	SM40	ALGO
875	SM41	Calculate the historical average of the average rater scores	SM41	ALGO
876	SM42	Calculate the gap - Average-AverageH	SM42	ALGO
877	SM44	Mark the gap - Average-AverageH - 5 types - secondary	SM44	ALGO
878	SMCj11	Table of Key Stages	SM	TBL
879	SMCj3	Table of subjects	SM	TBL
880	SPRQ46	Count and flag-rater-as-ORL	SPRQ46	ALGO
881	SSRQ44	Calculate-dimension-spread-index-1&A	SSRQ44	ALGO
882	SSRQ44	Test-for-ORL-rater-per-dimension	SSRQ44	ALGO
883	SSRQ45	Test-for-data-rejection-per-dimension-per-rater	SSRQ45	ALGO
884	SSRQ46	Mark-dimension-as-ORL-per-rater-1&A	SSRQ46	ALGO
885	SSRQ47	Count and flag-rater-as-ORL	SSRQ47	ALGO
886	SSRQ9	Calculate-dimension-spread-1&A	SSRQ9	ALGO
887	TF1	Secondary teachers Order of Chart Presentation (2)	TF1	ALGO
888	TF10	Rater agreement text algo	FEED ST1/PT1	ALGO
889	TF11	Any dimensions blank algo	FEED ST1/PT1	ALGO
890	TF12	Primary teachers order to chart presentation	FEED PT1	ALGO
891	TF13a	Primary teachers gap and absolute level text algo - per dimension	FEED PT1	ALGO
892	TF13b	Primary teachers gap and absolute level text algo - across dimensions	FEED PT1	ALGO
893	TF14	Primary - is data dodgy?	FEED PT1	ALGO
894	TF2a	Secondary teachers Gap and Absolute Level text algo - per dimension	FEED ST1	ALGO
895	TF2b	Secondary teachers Gap and absolute levels text algo - across dimensions	FEED ST1	ALGO
896	TF3	Too many bad reactions?	FEED ST1/PT1	ALGO
897	TF4	Secondary - is data dodgy?	FEED ST1	ALGO
898	TF5	Produce priority matrix (DK1)	CRY T1	ALGO
899	TF6	Produce investigate matrix (similar to TF5)	PRI T1	ALGO
900	TF7	Chance of success	PRI T1	ALGO

901	TF8	Have they chosen any improvement areas?	PRI T1	TF8	ALGO	
902	TF9	Relationship between priority and attitude	CRY T1	TF9	ALGO	
903	TR1	Select set	TRCONS		TXT	old static new code
904	TR2	Print rater details	TRCONS		TXT	old static new code
905	TR3	Move to next rater	TRCONS		TXT	old static new code
906	TR4	Move onto next questionnaire	TRCONS		TXT	old static new code
907	UQ1	Select every 100th teacher	US	UQ1	ALGO	
908	UQ2	Select every 50th Headteacher	US	UQ2	ALGO	
909	UQ3	Select every 10th Education Administrator	US	UQ3	ALGO	
910	UQ4	Select every 50th School Manager	US	UQ4	ALGO	

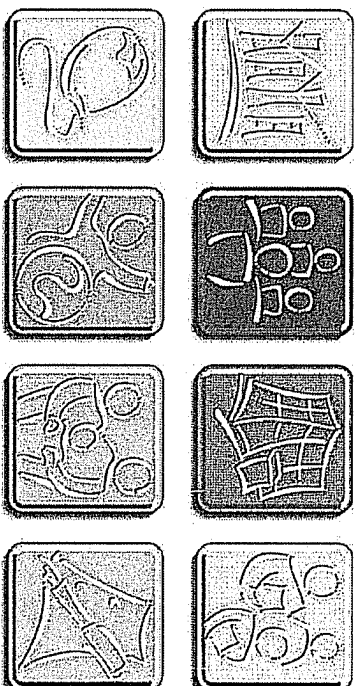
**METHOD AND SYSTEM FOR  
DEVELOPING TEACHING AND  
LEADERSHIP CHARACTERISTICS AND  
SKILLS**

**U.S. Patent Application Serial No.  
10/016,905**

**Filed December 14, 2001**

**Attorney Docket No. D4701-00198**

**Exhibit   N**



# TRANSFORMING LEARNING

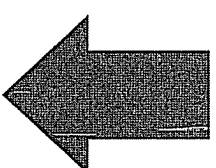
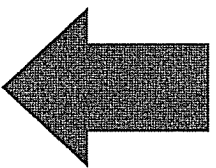
## Presentation to Coventry LEA

November 2000

# Education Development Plan

Quality of Leadership

Quality of Teaching



## Standards of

## Educational Attainment & Progress

School Self Review

Best Practice

# Self Review & OFSTED

- Strengths:
  - Partnership “*consultation & consensus*”
  - Quality of Support “*thoughtful & well run*”
- Issues to Address:
  - ICT & EDP Link
  - *Elements* of Unsatisfactory Teaching
  - Teacher Appraisal & Development Planning
  - Targeting Support

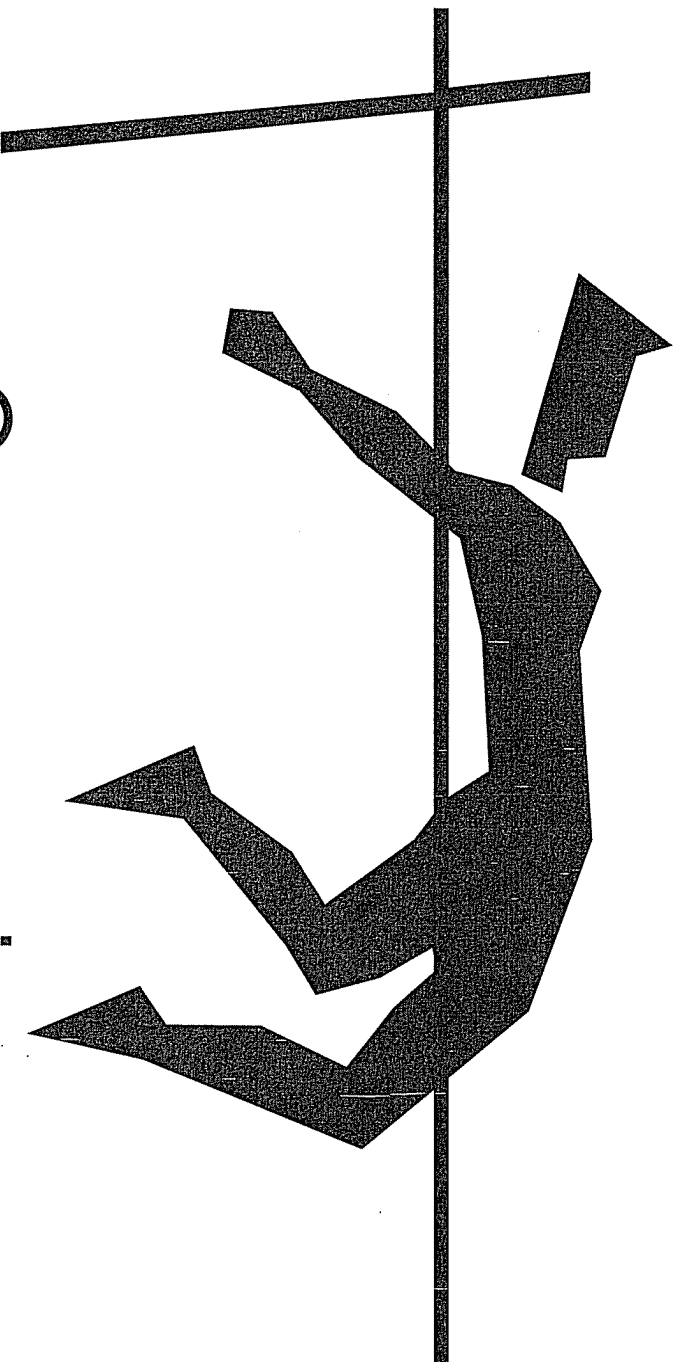
# Transforming Learning

- A tool for partnership and shared understanding between LEA and schools
  - Targeted Resources
  - Common Language
  - Needs Support from LEA - Community Initiative
- Innovative application of ICT to address the quality of leadership and teaching
  - Pupils, Teachers & Advisers working together
- Shapes the goals of development to explicitly address pupil attainment ...



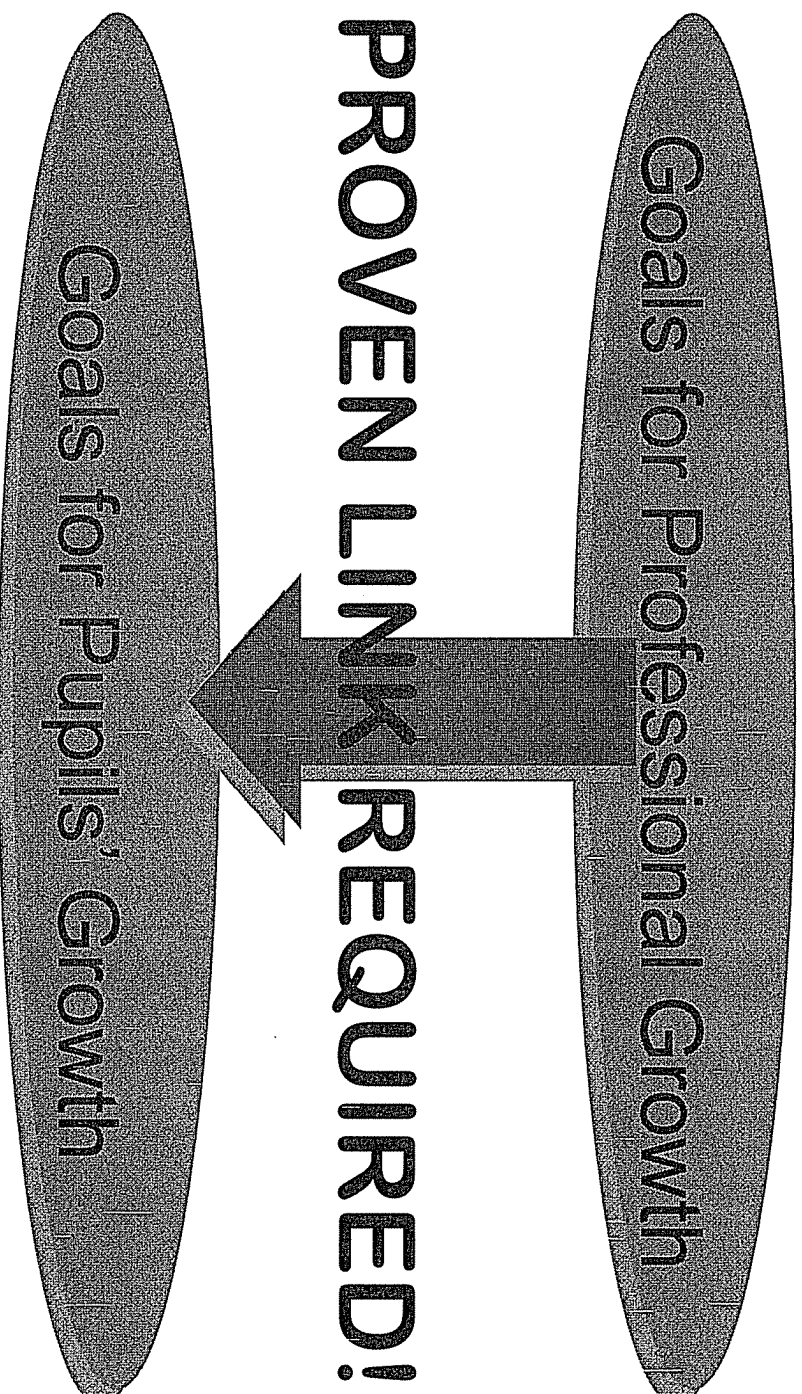
# Good PM is Good Learning

You can raise the bar ...

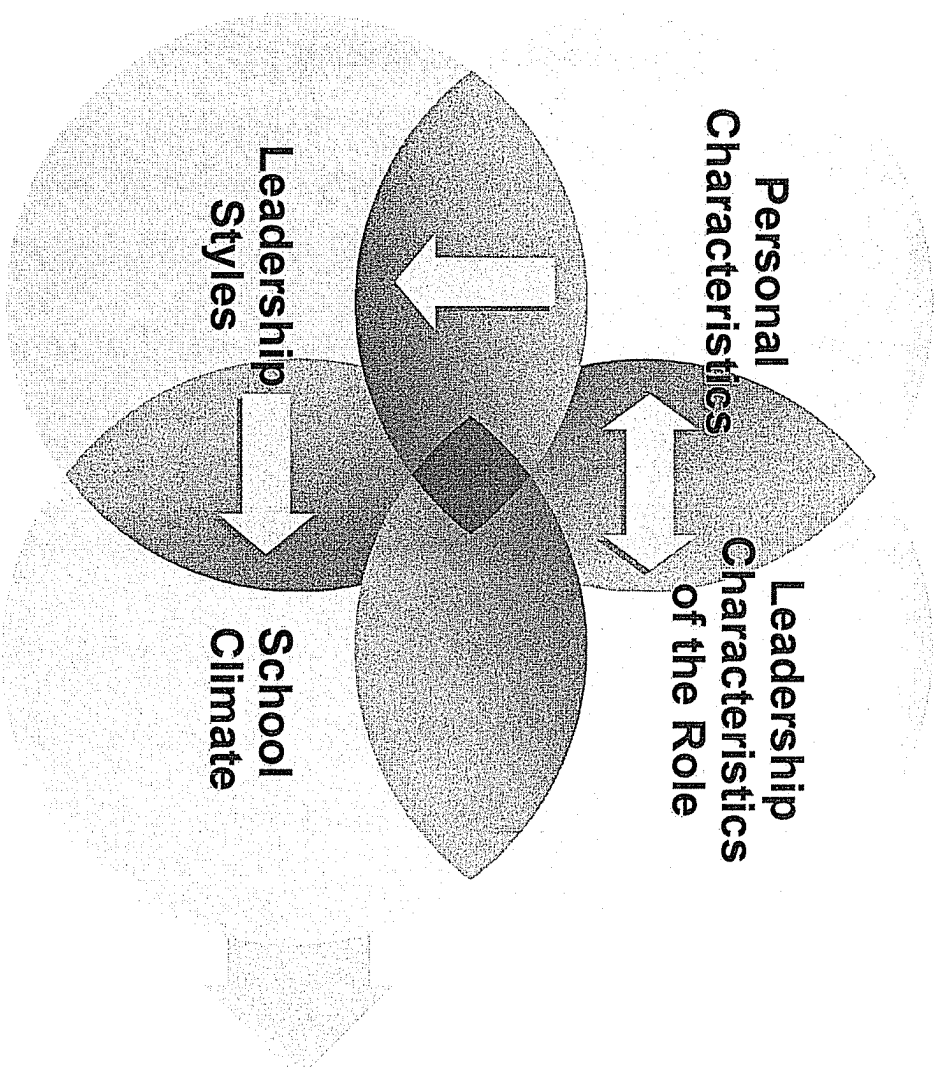


... Or you can increase the  
jumper's ability

# Performance Improvement



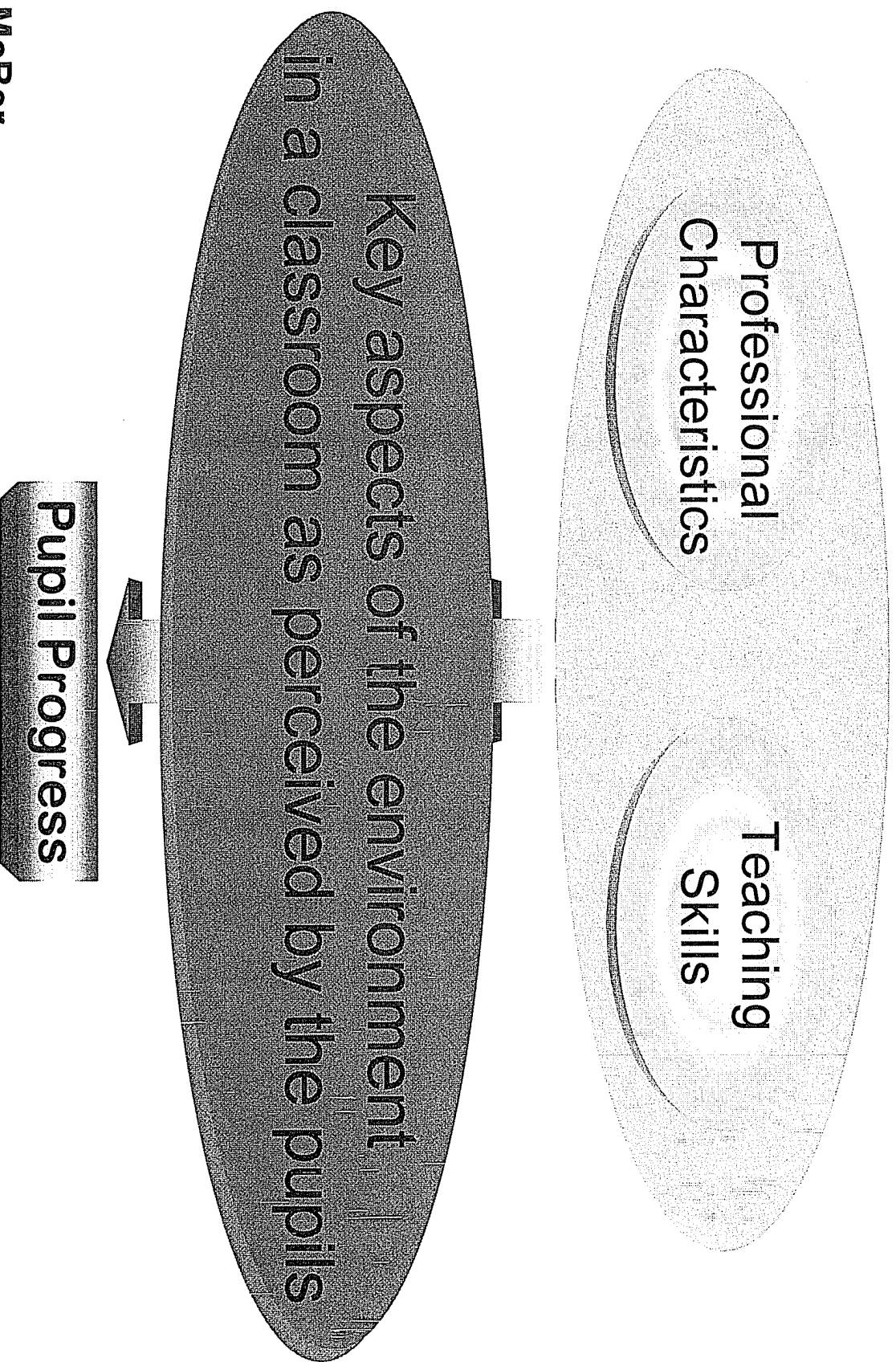
# A Model of Effective Leadership



## School Performance

- ◆ Pupil achievement
- ◆ Pupil behaviour
- ◆ Staff development

# A Model of Effective Teaching

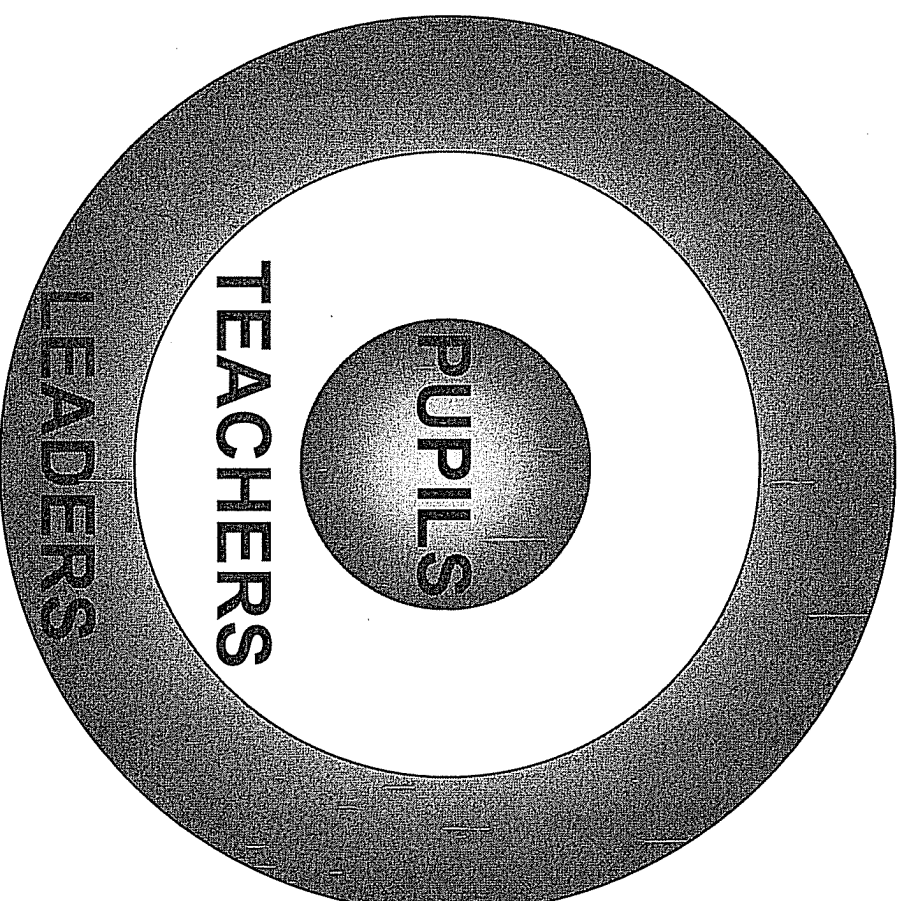


# The Impact of Climate

- We can measure the impact of development
  - ▲ Climate → ▲ Pupil Progress
  - ▲ Behaviours → ▲ Climate
- **Perception Gap:** Teachers & Pupils  
Leaders & Staff

# Lifelong Learning

Learning &  
growth are  
required  
at every level



Leadership  
sets the  
context for  
the learning  
of others

**SCHOOLS & COMMUNITIES**

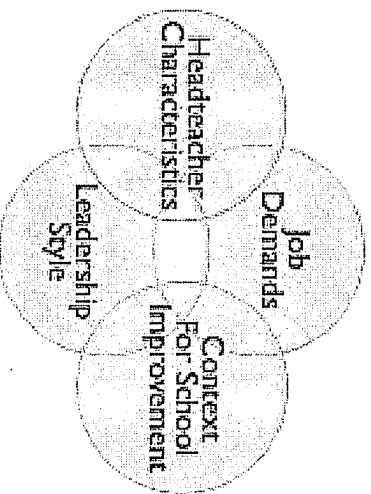
# Making it Happen

- Privacy / Space / Safety
- Individual Commitment
- Honest Feedback / Open Discussion
- Permanent / Ambient
- Measurement / Tracking
- Leadership / Role Models
- Targeted Resources

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Address <http://www.broadband.co.uk/preview1/hay/page86.html> Go Links



One of the most important factors which determines performance in schools is the match between the ongoing requirements of the job of Headteacher and the professional characteristics of the job incumbent. To drive improvements you must develop the characteristics which allow you to fulfil your Job Demands.

#### Defining Characteristics

Characteristics:

- Differentiate levels of performance - if you have the necessary Headteacher Characteristics you will perform better than someone who hasn't
- Are job-specific - just as the demands of jobs vary, so do the qualities or characteristics you need to perform them

Done



American Systems

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22:44



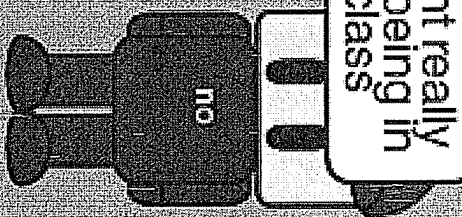
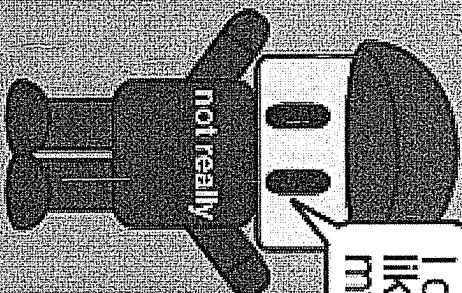
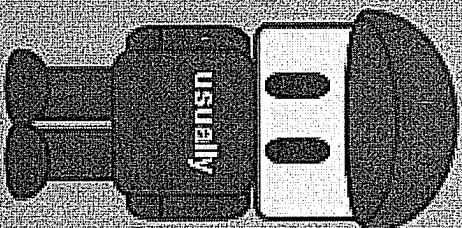
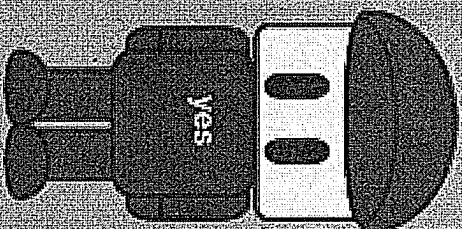
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01 do you like being in your class ?



I dont really like being in my class

ready to move on to the next question ?

yes

no

Done



American Systems

Broadband Commu...

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22:45

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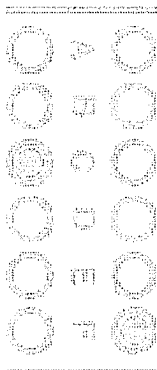
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Summary instructions go here. Normally only 2 lines or less.  
These are in the colour code of the page.

02

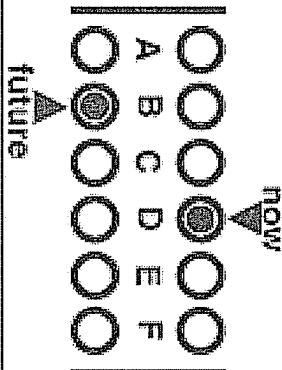
we are clear about what  
we are expected to achieve



we are not clear about what  
we are expected to achieve

03

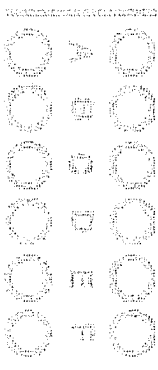
we are clear about what  
we are expected to achieve



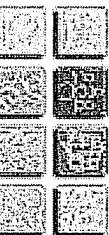
we are not clear about what  
we are expected to achieve

04

we are clear about what  
we are expected to achieve



we are not clear about what  
we are expected to achieve



NEXT

Done

Start

American Systems

Broadband Commu...

Print Screen Deluxe...

Internet

22:45

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Address <http://www.broadband.co.uk/preview1/hay/page104.html>

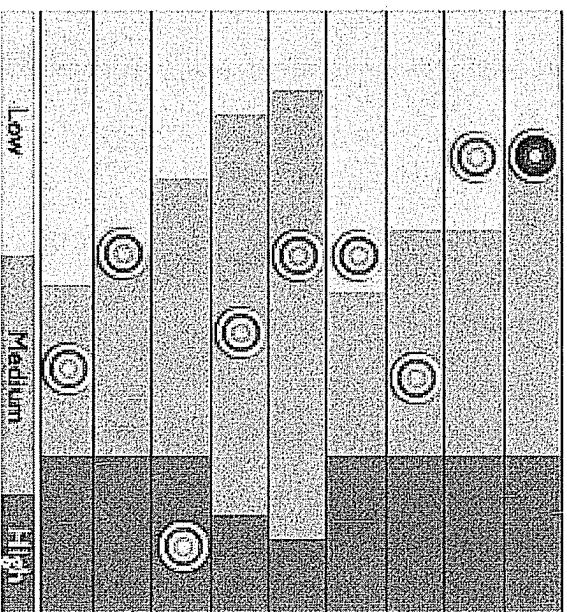
Go Links

College Feedback

Summary

## Your Class compared with other classes

This chart shows the gap between your own and others' perception of the actual levels of all CSI dimensions. The Context for School Improvement is a measure of individuals' perceptions at a point in time, and can be strengthened when the Headteacher and staff work together.



Significant improvements can be realised by focusing on the key dimensions of:

Clarity: ensuring that everyone is clear about

strategic direction, key goals, organisation structure, policies and guidelines, and understands how they can contribute to the school's broader goals.

Standards: ensuring that everyone is working toward improvement and excellence, and that mediocrity is not tolerated.

Working on these two areas first will produce the best improvement in CSI over time.

Done

Start

Russell...

TLC Co...

Microsof...

Microsof...

Broadb...

PrtScr 3...

Internet

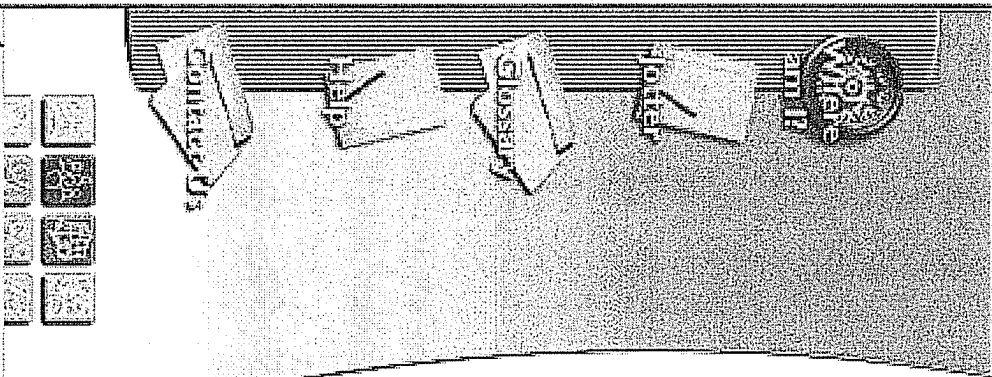
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Summary instructions go here. Normally only 2 lines or less. These are in the colour code of the page.

How do you think you lead?

How Raters view you

Infrequent	Back-up	Dominant
Coaching	Democratic Affiliative Authoritative	Coercive Pacesetting
Coaching	Coaching	Coercive Pacesetting

What Does This Mean?

You and your colleagues are in broad agreement as to the way in which you lead the school. However, only 2 lines or less. These are in the colour code of the page.

resizable height - aligned to top

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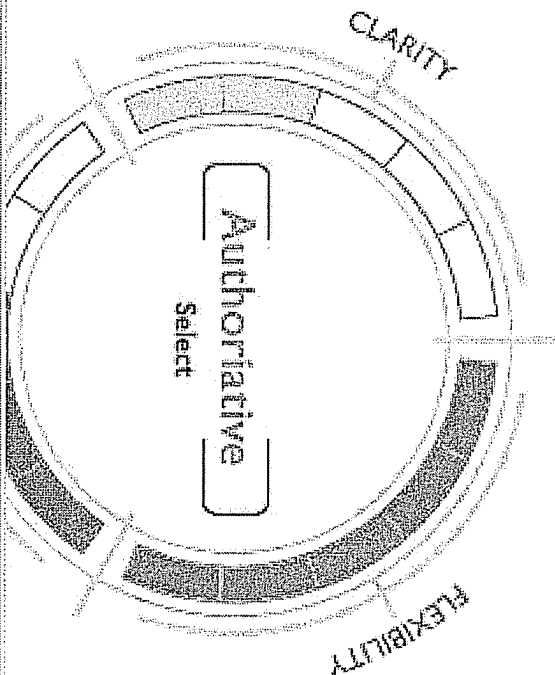
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Summary instructions go here. Normally only 2 lines or less. These are in the colour code of the page.

Please select a style you would like to download from below.

Extremely Valuable	Valuable	Of Short Term Value	Use With Care	Not Recommended



- System Based
- Coercive
- Authoritative
- Affiliative
- Democratic
- Pacesetter
- Coaching

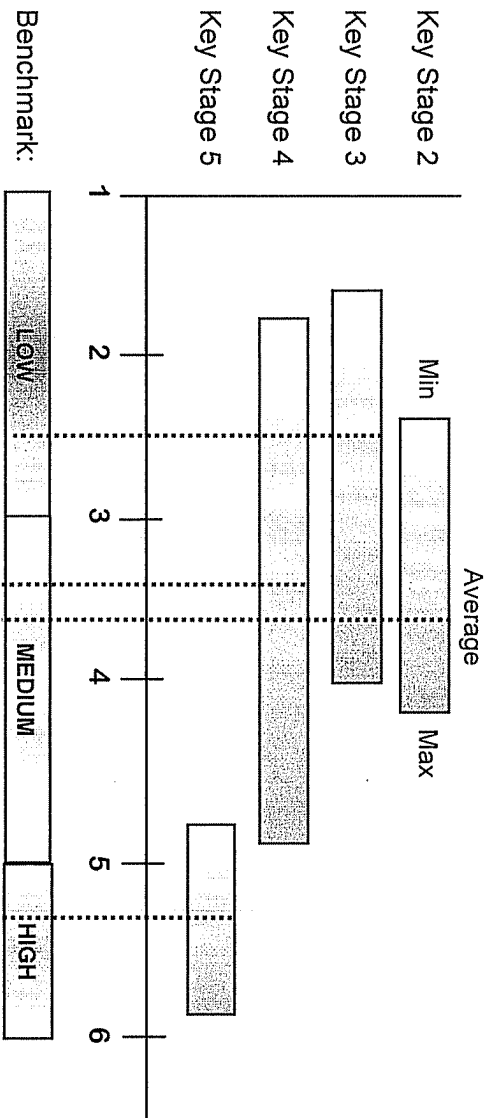
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## Dimension: Clarity

*The extent to which students are clear about the aims and objectives of the course; how well they understand the purpose of each lesson and what is expected of them in their homework; and how each lesson relates to the broader subject.*



### Commentary:

Overall, teachers in Key Stages 2 and 4 are creating a satisfactory level of clarity for their pupils, although there is a wide range of achievement in Key Stage 4. Teachers in Key Stage 3 are outstanding – you may wish to investigate here for examples of best practice. The main area for development is at Key Stage 5.

Done

Start

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Internet

22:46

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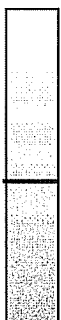


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## Subject: Maths

Clarity



Standards



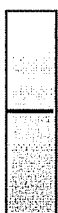
Order



Participation



Fairness



Interest



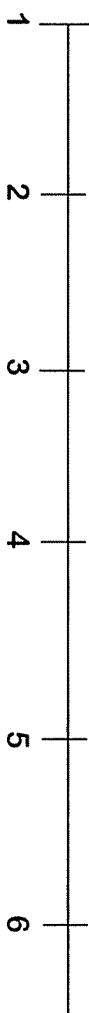
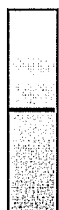
Environment



Safety



Support



Done

Start

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# Support & Transfer of Skills

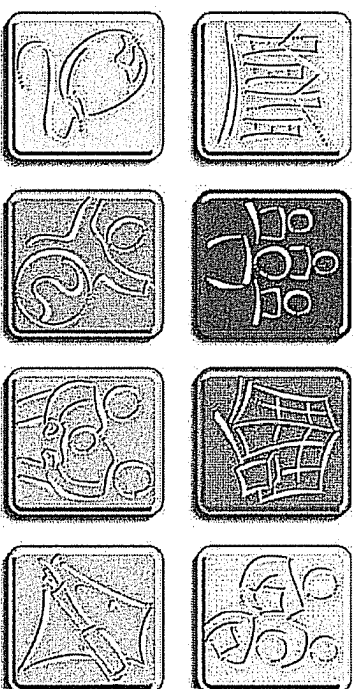
- Implementation Planning Session
- Training for School Advisers
- Staff Development Co-ordinators Training
- General Awareness Day (Heads and/or Staff)
- Post Implementation Review
- Troubleshooting Advice
- Ongoing Support



# Ongoing Development

- Lifelong Learning throughout the community
- School Self Review
- Community Climate

We'd like to build these with a few flagship partners.



# TRANSFORMING LEARNING

[www.transforminglearning.co.uk](http://www.transforminglearning.co.uk)